

The **MAGAZINE**

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
MAGISTRI  NEQUE SERVI

VOLUME XX

NUMBER 5

WHAT EDUCATION MEANS



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Executive Secretary, National Education Association.

JANUARY, 1940

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THE A.T.A. MAGAZINE



OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

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Volume XX

JANUARY, NINETEEN HUNDRED AND FORTY

Number FIVE

Greetings from Our Minister



THIS with an outlook of hopefulness that I am addressing a New Year's message to the readers of *The A.T.A. Magazine*. The Old Year has left us a legacy of

difficult problems to solve, but it has also given us a light of understanding, growing brighter as we journey along.

So the Law of Compensation once more offers us its powerful and timely aid. We may triumph if we understand.

We must surely agree that the enlightenment of the people as a whole is our most hopeful outlook for 1940. The task lies clearly on the doorstep of every home and correlatively be-

comes the concern of all Educationists, in whatever sphere they find themselves. Let it be widely known that Education is a greater bulwark and guarantee of freedom than a well-trained standing army.



Whether we shall establish a true form of liberty in our Fair Land or not, therefore depends upon the vigor and determination with which we grip our torch, to light the many candles of those who are anxious to know the way.

So we pray, 'Let there be light in every quarter in 1940.'

Yours sincerely,

WILLIAM ABERHART,
Minister of Education.

EDITORIAL

WHAT TO EXPECT IN 1940

ACCORDING to a circular letter received, issued by Babson's Reports Inc.:

"Canadian business is scoring one of the most sensational advances in history. Industrial activity is today at an all-time high! It should continue to rise through domestic expansion and under the stimulus of future purchases from Europe."

WE take for granted that Babson's know what they are talking about and that the upward surge of business—and attendant increase in wealth and loosening-up of money—will wet the feet of the teachers. We can assure all parties concerned that the A.T.A. has no desire to emulate King Canute by ordering the waves of the incoming tide of prosperity to recede. We hope no power on earth can dam or divert the incoming tide of prosperity. We hope Babson's Reports may convert school board members to the certainty that plenty is overtaking everything and that they will have lots of money for equipment, lots of money for libraries and last but not least, lots of money for teachers' salaries. Let us hope the defeatist atmosphere may change with the advent of 1940. What a thought: Here's hoping!

* * * *

TEACHERS AND THE RED CROSS FUND

THE attention of members is specially directed to the letter of the Executive printed below which has been forwarded to the Canadian Red Cross. We do this because several locals, as well as individual members, have written in asking for advice or information with respect to the attitude of the A.T.A. towards the campaign for subscriptions.

* * * *

The matter of subscriptions of members of the Alberta Teachers' Association to the Red Cross was discussed at the last meeting of our Executive Council held in Calgary, December 27-30 last.

The position of the Executive is that we should give every encouragement to our members to subscribe to the Red Cross: nevertheless, it seems to us that the administration of the Red Cross, in their anxiety to further the interests of the Red Cross, have stepped beyond the bounds of propriety and justice in the methods employed which directly or by implication exert moral compulsion on members of the teaching profession to subscribe by and through salaries paid them by school boards. We question the soundness, from the point of view of the Red Cross, of their action in suggesting to school boards that they make deductions from teachers' salaries and apply such to the Red Cross. We suggest that this procedure is inconsistent with and contrary to the whole tradition of the Red Cross, that contributions to such organizations be on a purely voluntary basis.

We would point out, incidentally, that if the machinery could be made effective of requiring school boards to make a 1% deduction from the teachers' salaries and hypothecating the proceeds to the Red Cross, it would mean that the teachers of the Province would be

assessed 40% of the total mark set for the whole Province of Alberta; in other words, that 6,000 teachers would bear two-fifths of the burden of 700,000 population.

Although not desiring in any way to be directory to our local organizations in this regard, it is the opinion of the Executive that the teachers' organizations should not hesitate to resist the proposals to collect contributions from teachers for the Red Cross by pressure methods and by way of salaries paid by school boards. Teachers want to be regarded as citizens—as free and equal citizens of the Province of Alberta, and the Executive are prepared without reserve to encourage our members to make generous contributions as citizens rather than as a selected class of people whose incomes possibly may be more easily earmarked than other large groups whose earnings are not usually disclosed and are not matters of public information.

* * * *

It is, of course, an easy matter for those not responsible for organizing a campaign to criticize those who did the planning, we believe without remuneration therefor. Their aim is to secure funds; pluck the feathers whence they can be most easily secured and whence the plucking will occasion the least squawking. Quite so, and the Red Cross is such a deserving organization one might here be tempted to raise no objection to the principle: "To do a great right, do a little wrong."

SALARIES of teachers, together with civic and government employes, are known to all who care to enquire; they receive the wherewithal to live from public funds. But it seems that too many people consider that for this reason, whosoever will may register a moral claim on a portion of their salaries. We can not see any connection here; we can find no logic in support. But it seems to be a practice to try to make out there is some reason or logical connection.

WHAT teachers, civic, or civil servants earn is their own—just as much as are the profits of business men and others working for salaries. Teachers are becoming resentful and restless against being regarded as, so to speak, preferred prospects for campaign funds. Much more pressure along the lines previously resorted to in regard to Red Cross contributions, we believe in all sincerity, will work in reverse as far as the Red Cross returns are concerned. Teachers are human just like other groups of citizens, and once they have a sense of grievance (often more disastrous than an actual grievance itself) they steel themselves to resist what they consider imposition or discrimination against themselves.

WE have no fear whatsoever that, left alone to do their "bit" in this regard, without high pressure and official procedures being invoked, the teachers of Alberta, of Canada, will rise to the occasion that patriotism and compassion demand. Besides this, they will be cheerful donors and will pay above the average of the general public in proportion to the means at their disposal.

A Message from the President of the Canadian Teachers' Federation

CONSIDER it a privilege to be permitted to send a message to the teachers of Alberta at this season of the year. First, I wish to extend to you, one and all, the very best wishes for a happy and prosperous new year. For several years the teachers of Canada have been watching educational progress in Alberta, and it is with pride in your achievements that we enter 1940. In your province, "progressiveness" seems to have been the watchword for some years and this is especially true of your teachers' organizations and groups. May 1940 be a year in which the strengthening of the associations within your province may result in much benefit to the individual members of the teaching profession enrolled in the Alberta Teachers' Association.

I have come to realize more and more the real importance of the teacher, and, therefore, the real responsibility that falls upon him. Joy Elmer Morgan has said this about the teaching profession:

"All of the Professions have this in common: that they exist for the welfare of humanity. But each has its special obligation and field of work: the lawyer to improve the law and perfect justice; the physician or surgeon to safeguard health; the minister to cultivate spiritual life and safeguard social ideas; the engineer to assure public safety; the architect to construct useful and beautiful buildings; the teacher to foster lifelong learning and growth among all the people. It will be observed that the task of the teacher is at the foundation of all the others. There cannot be justice without intelligence; health without knowledge; spiritual life without good habits; or art and engineering without taste and aspiration. The teacher's work is the most important because it touches all of life."

If we agree with the truth expressed in the last sentence, then can you see the necessary implication? Your task and mine is to earn a living, of course, but surely we must see that the public is expecting and can reasonably demand a higher appreciation of the profession to which we belong. It has been stated "that it is your own particular business to see that your profession is so organized and presented to the public that it commands respect. When educational propaganda is put out, it would seem to be the teacher's duty to see that the public is correctly informed about existing conditions. Instead of this, the "bright spots" and "best spots" are disclosed by picture and story and the public is left with the impression that such things prevail in all our schools, and all is well with education. But no teacher attempts to present the other side of the picture. They even commend the propaganda (good as far as it goes), forgetting that our educational system is only as good as our poorest school. Future citizens attend alike the best and worst schools. Here an opportunity has been missed to make the public realize the truth about the educational system, so half-heartedly supported in our community."

I admit the fact that future citizens attend alike the best and the worst schools, but at the same time I do submit that the public has been rightly informed about existing conditions. The "bright spots" and the "best spots" are chosen from the worst as well as the best schools.

Every teacher is trying to improve the "worst spots", and, I think, under no conditions are we attempting to hide the failures that we have made in our attempts to improve conditions under our control.

Education is the most important function of society, and as such demands an equalization of educational responsi-

bility, and a recognition of the inherent rights of those who have borne most of the burden and have shared in but few of the rewards accruing to the state possessing an educated people, except in the knowledge of "the nobility of their profession."

In a report by a Committee of Saskatchewan Teachers we find the following statements which seem to fit our case, "The State has a responsibility in education. We recognize that there is a division of responsibility. It is the parent's responsibility to see to it, in so far as he is able, that his child is given fullest opportunity to take advantage of whatever educational facilities are available; it is his responsibility also to bear cheerfully his just share of the financial burden imposed. It is the responsibility of the community to see that all children in the community are given the best educational facilities possible, for education is one of our most important community interests, for every society needs an educated citizenry and we are first citizens in our community, then in the state, and then in the world. The greatest measure of responsibility rests upon the State. It rests there as a moral necessity, for the degree of happiness in the social entity depends upon the degree of education among its citizenry; it rests there by virtue of practical circumstances. Society long since settled the question of the State's responsibility in education, and governments everywhere have acknowledged their responsibility by the practical steps they have taken to organize educational systems. In Canada the responsibility of the Province has long been recognized by the constitution, by statute, and by custom.

With this responsibility goes inevitably the obligation of financial support. Just as responsibility for education cannot be delegated, so financial support essential thereto should not be largely thrown upon the local area.

A second compelling factor in urging the importance of the Province's assuming the major portion of school costs is the inequality of educational opportunity. Casual observation will reveal vast variations in teaching personnel, curriculum offerings, school buildings, equipment, etc.; slight investigation will reveal great ranges in the ability of local districts to support schools. It is becoming imperative that these conditions be supplanted through the equity-giving resources of the State. We boast of democracy, yet there is no true democracy in these circumstances. The call of youth is for equality of educational opportunity; it is the right of every boy and girl regardless of the geographical chance of birth.

What is this education, about which so much is being said? How does it differ from the teaching and the training which you and I received when we were young? We all agree that formal education is necessary in order to fit the individual to take his place in the world in which he is to live. What should be the aims and the purposes of the educational system which is to fulfill this task? Dr. B. H. Bode, in his treatise on education, says, "Education is the liberation of capacity." Professor W. C. Bagley states that, "Education is training for achievement." If these guiding principles are to form the ideal of education, then it follows that we must cultivate a sensitiveness towards the human quality of subject matter by presenting it in its social context.

In the past, the book was the circle around which the life of the teacher and the pupil rotated. Now, the most im-

portant element in education is the teacher. The text, the method and the equipment are all necessary, but the teacher is the only instrument in the science of education that can humanize and vitalize scientific and academic matter, so that the pupil will become an earnest student of all matters that concern the social order of mankind as it exists at the present time. The inculcation of this attitude in the mind and heart of the pupil is the finest fruit of education. In order to achieve this purpose, one must depend entirely on the teacher and thus there devolves on us a task that is heavy and full of responsibility.

Human nature has not changed, and our task is to guide the growing lives of a number of cavorting, unbroken to the bit, but usually tractable young people. It is a great task, is it not, teachers? If your teaching is a life work, then what fun it is! If you are teaching only for the money that is in it, then I pity you, but I pity your pupils more! You have a God-given opportunity in these days—are you making the best of it? The youth of today will again have to face a chaotic and bewildered world. It will be our privilege to prepare the present school population so that they will be able to face the problems of a war-weary race of men.

Angelo Patri has said:

"Each day spent under the influence of the teacher ought to see the children a little finer, a bit more earnest, a degree more idealistic than the year before. Each day should find the teacher a little more selfless, a little closer to the infinite power that controls all life and growth."

It is the teacher's chief duty to maintain these ideals of service for their own sake and for the sake of the generation of men and women upon whom they are setting their indelible mark. Come what may, the teacher is a free spirit and personally responsible for his own works. May I urge your continued activity, co-operation and support of the Canadian Teachers' Federation as they try to better conditions, especially for the rural teacher throughout our great Dominion. I believe that within the past two years a genuine policy of progress has been inaugurated by this parent association which will result in many benefits to everyone of us. This co-operation can be best expressed by the support of the very forceful and efficient members that you have always sent to the conferences of our Canadian Federation.

In conclusion, may I quote Canon Cody:

"May I speak a word to the teachers, as among the master-builders of all permanent national progress? Have a high conception of your calling. You are called of God to the hard and challenging task of training, guiding, inspiring our most precious assets—our children, our citizens to be, who soon will sit in our places, and carry on our tasks. The great purpose of education, of which you are ministers, will sober you, steady you, cheer you. You will strive to be worthy of your vocation. You are essential to the whole educational process. If a nation lives by its ideals, you may be the custodian of those and their transmitter. Let them be realized and embodied in you.

"Keep alive. This is a harder undertaking than at first thought we imagine. It is so easy to get into a rut, into a groove. And the only difference between a groove and a grave is a matter of depth.

"You have the awe-inspiring privilege of kindling the divine fire in some boy or girl. To him, to her, your contact may be a unique and decisive event. You are not propagandists, but seekers for and teachers of truth. You can give a cultural expression to a sound Canadianism, united, loyal, and free."

If all this be true, then let us seek our rightful place in legislating for the children, let us assert our determination to make the conditions of life and living for teachers the equal of other professions, and finally let us give ourselves and the powers we have to the great problem of making every boy and girl, who comes within our influence,

realize that each one of them is worth while, for this is the foundation of true democracy.

F. N. STEPHEN, President,
Canadian Teachers' Federation.

Psychology and Supervision of Arithmetic

Memo to Locals and Sub-locals re Summer School Course on the Psychology and Supervision of Arithmetic.

Although detailed notices will appear later on in "The A.T.A. Magazine", we wish at this time to call the attention of members to the fact that the School of Education, during the 1940 Summer Session at the University of Alberta, is giving another course at the suggestion and under the sponsorship of the A.T.A. Executive. The course for the coming Summer is sequent to the course "Psychology and Supervision of Reading" given in 1939. This 1940 course is entitled "The Psychology and Supervision of Arithmetic". The fee for the course is \$6.00 as before. Teachers who desire to secure credit towards changing an Interim to a Permanent Certificate or a Second Class Certificate to an Intermediate may obtain two units credit if they obtain satisfactory standing in the course. Further information will be given in the succeeding issues of "The A.T.A. Magazine".

THE STRENGTH OF TEACHERS

The time has come when, if teachers are to live up to the possibilities of their profession, they must act more courageously and more aggressively as members of their professional organizations.

As a profession we have not yet begun to achieve the possibilities within our reach. Our professional organizations have not wielded the social power which they have at their disposal. Education is not receiving today the attention and financial support which it merits and the responsibility is largely our own. We can be, if we will, a stronger social force than any other professional group in America.

—Willard E. Givens,

Executive Secretary, National Education Association,
in *Montana Education*.

Democracy still appears to be America's choice. If it is to remain her choice, teachers as individual citizens of their communities, as teachers, and as members of a profession, have urgent and conspicuous roles to play. Those roles must be played in public, not in cloistered retreats.

Paul J. Misner in *The Phi Delta Kappan*.

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A.T.A. Christmas Executive Meeting--Calgary, December, 1939

Wednesday afternoon: There are thirteen around the conference table, and the bad luck consists—quite appropriately—in one's having to spend two priceless days of the Festive Season in digesting briefs, reports and financial statements. The total mileage covered by this group in coming to the Palliser is about 2820 miles. Melsness (Grande Prairie) has come 700 miles; he is completing the year for Harry Sparby, elevated last summer to the Inspectorate Staff.

Salaries. The general secretary's report leads us promptly into a review of all progress and set-backs in the field of salary negotiation. Some of the new Divisions, notably Wetaskiwin, Two Hills, Vermilion, Ponoka, Drumheller and Sturgeon won their mead of praise for co-operative tone towards their teacher-organizations. Other Divisions are coming along, some reluctantly.

Your reporter has to place on record a wonderful advance among the rank and file of teachers in the principles and practice of collective bargaining. Not long ago in our hearing a young fellow stood up before his Fall Convention, said that he had received an increment for some reason that he could not exactly discover; and declared that if this was an attempt to break down the backing behind the teachers' salary committee, he wanted to know so that he could refuse the increment.

Off in the corner of the X Division an inexperienced young teacher received a contract to sign, along with a peremptory intimation that she had better sign it. She resolved not to sign it until she was so authorized by her representatives, the Salary Negotiating Committee, and she stood by the resolve. Village and rural teachers all over the province are assuming the heavy duties of spokespersonship, with dignity and an unexpected degree of skill and combativeness. All of which is a clear gain in organized strength.

The basic principles of collective bargaining soak in rather slowly, where some Divisional Boards are concerned. We have had to do battle for the right to use the services of expert non-local spokesmen (such as Geographic Representatives or the General Secretary). We have met, and rejected, the time honored assertion: "Here's the salary schedule. Take it and like it," which may be the height of something, but is not negotiation.

A Sore Point: One rather painful feature of this discussion was the resentment aroused by a small number of Divisional Superintendents, against whom it is alleged that they have given strong support or actual leadership to their Boards in defeating the purpose of the \$840 minimum, that they have canvassed teachers individually with the effect of sapping under the authority of the negotiating committees, and even that they have clearly intimated to the Board what can be done to obstreperous teachers. Wishful thinking is only human, and some of us were wishing that a few of the Superintendents could have their cash value assessed by their Boards. A propagandist drive in that direction seemed for the moment to be in the wind; but the hope prevailed that the general goodwill and educational wisdom of the Superintending staff will in time express itself in the policies of all Superintendents and of their Boards.

Pensions. You should have heard Wednesday evening's discussion, if you have any doubts as to the democratic functioning of our organization. Kostash, Ansley, Melsness, and President Shaul himself gave voice to the thousand and one questions and incipient criticisms which may be heard among teachers. (At this point we may remark that questions and criticisms raised by the teachers from the four corners of the province are above all evidence of the

bounding vitality of the organization. If there were general apathy, we would really have something to worry about!)

The opinion is expressed, that the preparation of a body of Pension By-laws by a small Board of Administration is highly undemocratic. That will bear some thinking through. If a political party received (by electoral vote) a mandate to do a certain thing, passed the appropriate legislation in Parliament, and then went back to the electors for instruction on how to implement that legislation, the result would be not Democracy but Bedlam.

The teachers for twenty odd years have instructed the A.T.A. to go and get pensions, with a clear understanding that teachers would pay a significant percentage of their salaries into the Pension Fund. The legislation has been passed; clearly the next thing to do is what any government department has to do, viz., get on with the expert specialist jobs (actuarial, fact-finding and administrative) which will result in the best possible pensions being paid to retiring teachers. That is democracy in action; anything else would be democracy in paralysis.

That Twenty-five Dollars a Month is being widely discussed. It is the amount fixed as the Pension immediately payable to retiring teachers who, in the nature of things, have not had time to make any substantial payments into the fund. Suppose that you are a teacher aged 61 and earning \$1,000 a year. Before you retire at age 65 you will have paid $\$1,000 \times .03 \times 4$ into the Pension Fund. (The .03 means 3 per cent.) That is \$130. When you retire, you will exhaust your own payments into the Fund within the first six months, after which every \$25 a month you receive will be found money.

If you are a teacher of 20, 30, 40 or 50 odd years of age it is not yet known what pension you will receive upon retirement. Why? Because the compilation of facts as to ages, salaries etc. is not yet complete; and until it is complete the actuarial structure of the Pensions scheme cannot be made.

False Rumors. As a plain common-sense precaution, do not accept any statement of detail respecting our Pension plan, other than those which appear in *The A.T.A. Magazine* or official documents, or statements made by responsible officers of the organization. The Executive has evidence that parties interested in the private sale of pension bonds would be quite happy to see our Superannuation plan get a rough ride. That is quite understandable, isn't it? You can see how the circulation of false rumors might serve other interests than those which your Executive are elected to serve. Hence the warning.

A.T.A. Scholarships. This matter has been dormant for about three years so that the financial stability of the A.T.A. could be very adequately secured. Now it is a live issue again. The principles laid down by the original Scholarship Committee came under fire Thursday morning, some of the Executive feeling that there was too strong a bias in favor of University post-graduate workers. There was a sharp cleavage between those who thought that the Scholarships should be devoted entirely to the development of higher leadership and the treatment of broad research problems, and those who want to see the Scholarships broadly distributed among the teaching body as an inducement or reward for attainment in Summer Schools or School of Drama. Library, Research, Scholarship and Grant-in-Aid policies became badly snarled. After long and exhaustive discussion it was finally decided that:

1. The A.G.M. be asked to authorize the award of Teacher Bursaries, in addition to and distinct from Scholarships, such bursaries being designed to encourage self-improvement among teachers at the Summer School or University undergraduate level.
2. A committee, to be known as the Scholarship Committee, shall be appointed to administer Research, Scholarships, the Library and (provisionally) Teacher Bursaries.

The following persons were appointed to the Scholarship Committee: Dr. C. Sansom, Calgary, Chairman; Dr. M. E. LaZerte, Edmonton; Dr. H. E. Smith, Edmonton. (These three to serve for two years.) Mr. G. H. Davison, Medicine Hat; Mr. A. J. H. Powell, Edmonton. (These two to serve one year.)

Discipline. A long and highly technical discussion of the powers of the Discipline Committee was led by Mr. Carl Clement, A.T.A. solicitor, and occupied the rest of the morning.

Thursday Afternoon. While the Executive burrows into intricate matters of no story value, your reporter delves among the many documents piled beside each member at the table. Here is a report from Dr. G. D. Misener, A.T.A. Representative on the University Senate. By resolution of the Senate, the School of Education is to be reconstituted as the College of Education, with our Past President Dr. LaZerte as Principal. The College will have its own budget. Its Principal will be a member of the Senate. These changes indicate an increase of the prestige and influence of Education among the vocational interests represented on the Campus; and they foreshadow some important and progressive changes in the conditions under which our High School teachers will be trained.

The new degree of Master of Education will be established, and the degree of Bachelor of Education will represent a smaller program of professional study than heretofore, more in line with the standards usually implied in the word "Bachelor".

Committee Room. To meet the increasing need of A.T.A. Divisional Executives in the Edmonton area and to accommodate provincial and city committees, another room will be added to the Provincial Offices. The Edmonton City Association will pay a substantial share of the rent.

The Easter Convention. The eight-star program of 1939 is something which the Executive cannot repeat every year, but the sparkle and stimulating freshness of the Progressive Education philosophy will be revived for us this year by two more missionaries of the P.E.A. Dr. Willard Beatty, Washington, D.C. is an expert on Indian education problems, a writer of mathematical text books, a former Superintendent of Schools and generally a versatile fellow. Dr. W. Carson Ryan's distinctive field is Mental Hygiene, his recent book *Mental Health Through Education* having won wide acclaim. He is the editor of the journal *Progressive Education*. These two gentlemen will be the special speakers of the Convention.

The chronic problem of time allotment crops up again. Last year's A.G.M. opened up new vistas; when 300 delegates come together to do organization business, they cannot be palmed off with the odds and ends of program time. Before long, predicts Mr. Barnett, the Easter Convention will have to be made a business meeting pure and simple, with the Fall Conventions more highly organized to accommodate a circuit trip of inspirational speakers. But that will not be this year. Drs. Beatty and Ryan will be at the Palliser next Easter (March 26, 27 and 28) and all Alberta teachers are urged to rally round.

Fall Conventions. The broad question of amalgamation and circuit organization of the Divisional Fall Conventions was turned over to Mr. Wm. Kostash (heading a committee of the Executive) who will present a plan to the A.G.M. Amalgamation presents two serious difficulties, namely the increase in transportation costs, and the lack of room accommodation in centres other than the larger cities.

Financial Statements. Now comes the thrice-yearly headache over the difference between expert accountancy and plain arithmetic. Every Executive Council elected by the teaching body is able to satisfy itself that the books are straight and all expenditures legitimate and wise. But the delegates to the A.G.M. are seldom fully enlightened, and even the glimmer is apt to fade out before they report back to their Sub-locals. Mr. Ansley has made a study of all this, and presents a careful report on the form and routine treatment of the Financial Statement to the A.G.M. Out of the discussion comes a hopeful suggestion that over on the left of the orthodox financial statements there be a column headed "Descriptive" in which the two or three words which bring light to the lay mind shall be inserted by (let us say) Mr. Harman; the resulting document to be the Financial Statement as presented to the A.G.M. delegates.

Red Cross Campaign. The Council endorsed warmly the aims of the Red Cross war-time activities, and expressed the desire that every teacher shall, as an individual citizen, contribute as generously as his or her private judgment allows.

* * *

By this time it is Friday evening, and we are disposing of a job lot of minor Law Cases. The three days have been packed with important organization business, whose ramifications will influence the salary cheques of teachers and the training of children perhaps beyond our power to estimate. Many items of the agenda have been untouched in this resumé, and the meeting has perhaps been a little more hum-drum than the last ten Christmas sessions we have attended; but the grist has gone through the mill, and has truly been ground small!

CHILDREN IN A DEMOCRACY

In providing for the health and education of children, for the formation of their minds and characters in ways which are in harmony with the institutions of a free society, democracy is training its future leaders. The safety of democracy therefore depends upon the widespread diffusion of opportunities for developing those qualities of mind and character which are essential to leadership in our modern age.

—Franklin D. Roosevelt in *The American Teacher*.

FEDERAL AID FOR EDUCATION

A basic minimum of education is absolutely necessary for the welfare of Canada. This minimum is only possible where enough money is forthcoming to promote such programmes. Since the provinces do not seem to be able to provide these amounts, then assistance must be granted by the Dominion Government.

—J. W. Noseworthy
in *Education—A National Responsibility*.

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EDUCATION AND DEMOCRACY » » »

An Address by Mr. J. M. Thomas, M.A., delivered during Education Week and Sponsored by the B.C. Teachers' Federation

THIS WEEK of November 5-11 is known throughout Canada and the United States as Education Week. In Canada, Education Week is sponsored by the Canadian Teachers' Federation—a national organization of affiliated provincial associations representing a membership of over thirty thousand teachers in the public schools of Canada.

The purpose of Education Week is to focus attention upon the place of education in a democracy and upon the related educational problems—to take stock of the way in which we, as a people, are assuming the responsibility of education in and for a democracy—and to examine ways and means of bringing nearer to fulfilment that democratic ideal of an equal educational opportunity for every child and an equitable distribution of the burden of educational costs. It is, in brief, stock-taking week in education.

In the time available tonight I will comment on two aspects only of our Canadian educational system. The special subject for attention for Education Week, 1939, is Education Finance. The theme suggests itself readily to any student or close observer of educational conditions as they exist in Canada today. By whatever avenue of action progress in education is sought, across it lies the barrier of an inadequate and inequitable system of financing education coupled with a system of administration rapidly becoming obsolete. One province only has taken definite action to modernize its administrative system, with the small district as the unit, an obstacle in the path of progress and service. No leader in any post in education will defend on its merits the system now in operation. Briefly, the small-unit system is the division of a province into hundreds or thousands of small areas comprising, in many cases, only a few square miles each. In each of these districts is an elected School Board which administers education in the District within the scope of its jurisdiction and of its financial resources. The School Board finances largely through taxation on land and improvements, aided by government grant. In all progressive thought and action the larger administrative area has supplanted the small area. The small-unit system stands condemned as being inequitable in providing educational service—as being financially uneconomical and wasteful—and as being most undemocratic in many of its aspects. Canada today lags far behind all the other great British democracies in its system of educational administration.

Closely interwoven with the administrative system as an obstacle to democratic equity in education is our system of financing. It has been argued that the B.N.A. Act places the responsibility for education on the provinces. It is a fact that the provinces have delegated financial responsibility to a very large extent to smaller units within the provinces—to the small school districts or municipalities, etc., where the burden falls largely upon one very limited source of revenue—taxation on land and improvements. This shifting of responsibility has now reached the point where the provinces out of provincial revenues assume only a minor portion, about 16 per cent, of the cost burden in the form of grants in aid to the local districts without any equitable basis upon which to establish the amounts of the grants.

From the standpoint of the child—the future citizen—the situation has little defense. It is unjust to the child that it should be penalized in educational opportunity because of the geographical location of the parents' domicile. From the standpoint of national welfare the situation is subversive of our professed ideals. It is bad for the state for such educational conditions to exist as do exist today for hundreds

of thousands of Canadian children. From the standpoint of the taxpayer the situation is inequitable and uneconomical. From the standpoint of the teacher the system means sweat-shop conditions for many thousands of our rural and small-town teachers. It is unjust and indefensible that teachers in thousands of rural districts and rural municipalities and small towns should be carrying their heavy load of responsibility and service required without remuneration sufficient to maintain a reasonably fair standard of living. It is a reasonable and feasible proposition to submit that all teachers should be on salary schedule taking into consideration training, experience and position, with a minimum salary clause and with provision for annual increments.

I submit the following quotation: "The political scene today presents no spectacle more arresting than the struggle of democratic peoples to attain efficiency along the path of freedom in order to save themselves from subjection to other peoples who have (supposedly) attained efficiency along the path of regimentation. We are told that we are approaching a showdown between mass intelligence co-ordinated by parliamentary institutions and mass obedience compelled by an oligarchic intelligence. The people of Canada still pay allegiance to democratic ideals, and they, with other British peoples, are engaged in this struggle in which mass intelligence is to prove its survival value to retain and enhance its heritage of freedom. Mass intelligence and education are inseparable ideas, especially when efficiency is the alternative to political extinction. The person who does the first-hand job of educating the masses has become, as in no previous period, the key man and the indispensable producer—IT IS THE TEACHER IN YOUR SCHOOL.

And yet—

32 per cent of Canadian teachers are paid less than \$50 a month;

52 per cent of Canadian teachers are paid less than \$67 a month;

62 per cent of Canadian teachers are paid less than the mean minimum for unskilled factory labor."

The time has come when we must recognize education as a national problem with national responsibility in, at least, its financing. Children in Victoria or Halifax are not educated as local townspeople or provincials but as Canadians. The Canadian Teachers' Federation has urged in its presentations that the Federal Government should provide grants-in-aid to the provinces specifically for education, so that some measure of equality of educational opportunity may be provided for all the children of Canada. The welfare of Canada and of Democracy demands a basic minimum programme of educational services in buildings, equipment and teaching for all the children of Canada. Nothing less than this will do, and to the achievement of this end the resources of all Canada should be available. CANADA CAN DO IT IF CANADA WILL.

"A national policy which cradled and nurtured the industrial growth of Canada must now go further and nurture the cultural and intellectual growth of the Canadian people in a national way on a national scale by taxing Canadian wealth WHERE IT IS and distributing aid where it is needed. Education must be regarded as a national undertaking serving a national purpose." If Democracy is to be saved and developed it will be by and through the schools' and teachers' of Canada presenting a programme of education for living in a democracy. The schools of the world are the

battlefields where Democracy is to be won or lost for the world of tomorrow.

Our political safety lies in education. If we want a democratic state in Canada where education for citizenship will provide a background and foundation for a creative, happy and noble life, then we must be insistent that public policies regarding education, throughout Canada, shall be in line with progressive democratic thought in Education. The standard of educational services in various communities must not be left to the varying economic abilities and whims of thousands of local districts. In the final analysis the standard of state education is what is actually being carried on in and through the schools in daily practice—not what may be found written between the covers of a printed programme.

Neither can it be said that we are spending too great a proportion of our national wealth on education. The total expenditure on education in all institutions of learning is less than 4 per cent of the national income. It is inconsistent with demonstrable fact to argue that the money cannot be found to provide a reasonably adequate system of education for democratic Canadian citizenship. We CAN BE DEMOCRATIC IN EDUCATION IF WE WISH TO BE SO.

The first step is to eliminate the wastage in money, ability and services arising from the administrative system to which we cling—an administrative system that has been discarded in all other parts of the British Commonwealth. There is an economy which finds expression in getting more and better value for dollars expended. This we could do.

A second step is to distribute equitably throughout Canada and in the provinces all available resources in support of education. Here we see opportunity to put the theoretical principle of Canadian unity into practical operation. Even as the local districts within a province differ widely in resources and ability to pay, so do the provinces within the Dominion. To equalize support in order to provide equality of educational opportunity the Federal Government should, from the national resources available to it, and available to it alone, make equalization grants.

I close with this: The exigencies of the world situation should not be allowed to undermine and to hurt the foundation stone of democracy here in Canada, that is, its educational system. These exigencies should not be allowed to delay progressive reform in education—should not be accepted as a valid reason for postponement of much-needed reform—for at this time all the resources of Canada should be available for the service of all the people in the cause of democracy. Regardless of federal-provincial relations as they now are or as they may be in the future, each province can do much to put its own house in order relative to education. Each province can make great adjustments in financing and administration within the scope of its own present jurisdiction and resources. These reforms and adjustments, I insist, need not wait for adjustment of federal-provincial relations. Indeed, the present Canadian educational set-up with reference to elementary and secondary education might very well be considered as constituting a factor in the condition described as a state of national emergency calling for prompt and vigorous action. Education in a democratic state is a function of importance second to no other.

The provinces should recognize and accept fully their primary responsibility for education—the Federal Government should recognize its obligation by means of grants-in-aid to the provinces for education—the burden of the bulk of educational costs should, to a very large extent, be removed as a direct and specific education tax on land and improvements from the local districts and municipalities—the local district and small area as an administrative unit should be abolished. This is a programme of practical ac-

tion well within the range of feasibility. Merely to talk of democratic patriotism is not enough. Equality of education opportunity and equity in the distribution of the burden of the cost: these are marks of a democratic state but unfortunately these marks do not characterize the educational systems of the provinces of Canada today. It is for these objectives in education that the democratic patriot must strive in co-operation with others of like mind. There is a struggle for democracy going on within the boundaries of Canada; it is the struggle for a democratic educational system; it is a struggle which holds out clearly and surely before us, in its winning, the hope of some measure of fulfilment of the democratic ideal in society.

I leave this thought with you: we cannot preserve the measure of democracy we have, neither can we evolve toward a more ideal democracy, unless we have a democratic system of education educating our people for living in a democracy. The choice is either to reform our educational system or to give up the hope of preserving and developing the democratic state.

Democracy and Education do go hand in hand. Let us educate for democracy and let us be democratic in our education.

Moral Re-Armament

STOCKHOLM, Sweden—9,000 Swedish teachers whose country has become famous in recent years as the laboratory for many experiments in education, recently issued a message to the Swedish nation in which they outlined what they felt to be their responsibility as educators, and pledged themselves to fight for Moral Re-Armament as the basis of 'inner unity and power' in their national life.

The manifesto, which was supported by many of the leading educationalists of Sweden, was inspired by the findings of 500 teachers and parents from ten European countries who spent a week considering how far the situation of the world today is due to the failure of the educational system to produce a type of man whose will, emotions, and character are trained to the same extent as his intellect.

"We who are responsible for the education of the coming generation," the Swedish teachers said, "cannot watch with indifference while the world slides into catastrophe. To be a 'spectator nation' is unworthy of our people. We are convinced that our country can do something positive in the world.

"If this is to happen, we must break with the moral laxity and irresponsibility that is eating into the life of our nation. What is needed is a spiritual revolution and a mobilization of all positive forces.

"We are determined therefore to fight that battle for Moral Re-Armament which has already proved its ability in many countries to set on foot invaluable co-operation above party divisions in all areas of life.

"Moral Re-Armament begins when individuals and nations pause and face the standards of honesty, purity, unselfishness and love, and receive the power to apply them in action.

"We the teachers are determined to work for this. We are determined, without selfish isolation and anxiety for our prestige, to co-operate with our colleagues, our pupils and our parents, with the authorities, and with all the forces that form public opinion, to create a nation with the will to live, with moral purpose and power.

"So shall our country gain that inner unity and power it needs to be able to play its part as a factor of reconciliation among the nations of the world."

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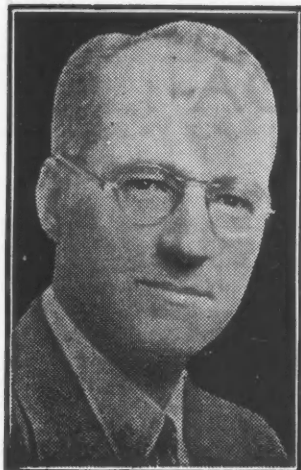
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EASTER CONVENTION SPEAKERS

WILLARD W. BEATTY

WILLARD W. BEATTY graduated from the University of California in 1918 with a major in architecture. Following his graduation he became interested in teaching and entered the Oakland, California, school department. A year later he spent a year as managing editor of a weekly magazine and then returned to teaching at San Francisco State Teachers' College. San Francisco was the center of the growing emphasis on individualized instruction,



and Mr. Beatty worked intimately for five years with Dr. Frederic Burk, then President of the institution. During this period he completed work for a master's degree in education at the University of California.

In 1922 Mr. Beatty joined the staff of the Winnetka, Illinois, public schools as junior high school principal and assistant superintendent under Carleton Washburne, who has also become well-known as an exponent of individualized instruction. Four years

later Mr. Beatty was called to Bronxville, New York, as Superintendent of Schools where he spent the next ten years. Under his leadership the Bronxville schools became well-known both in this country and in Europe as an outstanding example of the best in modern education. In February, 1936, Mr. Beatty accepted an appointment as Director of Education in the Federal Indian Service.

Mr. Beatty has appeared as co-editor of a series of text books in elementary social studies and co-author of a series of junior high school texts in modern socialized mathematics. The work in the Bronxville schools in sex education, preparation for marriage and family relationships has been considered outstanding in the United States.

Mr. Beatty was for four years President of the Progressive Education Association and is still a director.

In June, 1937, Mr. Beatty was granted an honorary degree of Doctor of Education from Reed College, Portland, Oregon, in recognition of his leadership in the Progressive Education movement.

W. CARSON RYAN

GRADUATED from Harvard University class of 1907. Postgraduate at Columbia University, New York City and George Washington University, Washington, D.C. (Ph.D. 1918, L.L.D. 1932).

He taught in high schools of New Jersey; University of Wisconsin, Swarthmore College (Professor and head of the department of education 1921-1930). Editor and specialist in vocational education, United States Bureau of Education 1912-1920, educational editor of New York Evening Post, 1920-1921. Director of Education, United States Indian Service, 1930-1935.

Has taken part in numerous educational surveys—Santo Domingo, 1924; Porto Rico, 1925; Friends School, 1924-1927; Indian Schools, 1929; Virgin Islands, 1928; American School and College Athletics, 1927-1929; Methodist Secondary Schools, 1930; Mental Hygiene Education, Commonwealth Fund, New York, 1935-1936.



Other connections: associate editor *School and Society*, 1921-1927; secretary National Vocational Guidance Association, 1915-1918, president, 1926-1927; advisory editor *Progressive Education Association*, 1931-32, president 1937; member of the board of directors of National Council of Parent Education. At present on the staff of Carnegie Foundation for the Advancement of Teaching with assignments in higher education.

Dr. Ryan is now editor of *Progressive Education*.

Re CANADIAN RED CROSS

A LETTER has been received from Mayor Davison of Calgary, Chairman of the Southern Section of the Alberta Campaign Committee acknowledging receipt of the letter appearing in the Editorial of this issue of The Magazine, entitled "Teachers and the Red Cross". His Worship states that:

"As Chairman of the Southern Section of the Alberta Campaign Committee at no time did I suggest that teachers

should be required to donate 1% of their salary to the Red Cross and that such donations should be arbitrarily withheld from their salaries by the School Boards concerned. If any local campaign committee suggested that, it was certainly not with my knowledge or consent."

We gladly publish the substance of Mayor Davison's reply which was received just as we went to press. No reply has yet been received from Mr. W. J. Dick of Edmonton, Chairman of the Northern Section. (Ed.)

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Some Elementary Acting Exercises for All Ages * * *

GWEN PHARIS, M.A.

The following suggestions for a class period in Acting have been taken from Bulletin 4 of the Department of Extension study course *So You Want to be an Actor*.

FRIDAY afternoon! Everybody's drowsy. Everybody's wondering if it isn't almost time to go home but the hands of the clock point remorselessly to 2:30. Here's a chance to spend an hour in finding out how some people look to other people. But first of all—look at that posture! It's dreadful. Heads drooping on sunken chests, backbones curved like barrel staves, and Mary Jane Smith has got herself so bent over her book that you can't tell where the book ends and Mary Jane begins. So the work in pantomime starts with some simple exercises for freedom, control and relaxation.

Everybody standing up in the aisles. (1) Now stretch up to the ceiling until you almost reach it, until your finger tips and toes are in the furthestmost poles of your longest stretch. Hold—1—2—3—4—5—6—7—8. And relax—heads right over below your knees, arms swinging and swinging at the sides, knees bent, head and neck relaxed, all of your body as limp as a rag doll. Bounce on the balls of your feet and swing and swing and swing. Keep those heads down as near the floor as you can. Once more stretching to the ceiling. Up and up and up and hold—2—3—4—5—6—7—8. Relax. A third time stretching up to a count of eight, then relaxing until the whole body swings loosely.

(2) Now stretching out to touch the walls on either side, legs wide, arms wide, stretching until, if one side of you stretched harder than the other, you would pull yourself right in two. Hold to a count of eight and relax as before, arms swinging, head down. Three times stretching to the side, relaxing after each time, then straighten up with a deep breath.

(3) Now shake out your hands and wrists, hard, as if a couple of snapping turtles had your hands in their grip and you were trying to shake the turtles off. (4) Then your feet—but don't try to shake both feet at once, unless you are suspended from the ceiling. Shake from the ankles, then from the knees, looking as "jitterbuggish" as you like, loosening up those rusty joints.

(5) With your two arms parallel and raised above your head at the left, describe big figure eights horizontally in the air, swinging your whole body from side to side as you make the figure eight with your arms. Up and over and down and back and up and over and down and back to where you started, the weight of the body shifting from one foot to another as your arms make the complete figure to a count of 1—2. The exercise should be repeated a number of times and should never be mincing or constricted but always free and wide.

(6) Then the old exercise of rotating the head, dropping it forward on the chest, to the left, to the back, to the right, and front again. Eyes shut, thinking about a lazy stream with a bumble bee buzzing over a big yellow flower and the clouds drifting by like fluffy masses of cotton in a blue bowl, and the hot sun beating down on you. Your head and neck roll as drowsily as the sun shines and the bee drones. A minute or two to the left, then rotate the head the other way. (7) A deep breath before you do the torso exercise, bending at the waist, dropping your body to the left, front, right, back, erect; dropping over to the left again to a slow count of six. Then rotate the torso the other way, dropping over first to right, trying to get as free a movement in the waist as possible.

(8) The next exercise will work you hard if you do it properly. I call it the wheel exercise. You begin with your

arms above your head, fingers clenched, hands close together, as if you were holding a handle on the rim of a great iron wheel. You pull down on the handle until the wheel begins to turn. As the handle comes down the momentum throws your body down until your head is below your knees, your hands gripping the imaginary handle at your feet. Now comes a slow, agonizingly hard push of the iron wheel up until you reach the place where the handle begins coming down. Put every bit of energy you have into turning the wheel. Do it to a slow count of One—2—3—4, One—2—3—4. The One beat marks the place where the heaviness of the wheel, as the handle comes down, throws your body from an upright position to a "doubled-up" one. The *Volga Boat Song* played slowly and heavily is good music for this exercise. Try to get a rhythm into the exercise and don't be afraid to work hard.

(9) After the wheel exercise you should be tired; so we'll do what I call a folding exercise. Its object is complete and slow relaxation. Arms above your heads without tension, then slowly, slowly, let the arms start coming down in a forward arc, then the head starts forward and down, the upper back, the lower back,—now the head is below the knees, the knees bend, and you fold up like a kitten, your knees bent under you, your head lying on your folded arms. After a moment slowly come up again letting the upward impulse first come through your knees, your hips, your waist, your back, your chest, head and finally your arms raised above your head without tension. Try to be completely relaxed. Do this three or four times, slowly, rhythmically, thinking about a warm, blazing fire in a candle-lit room, or dark pine woods, velvet green and quiet. Feel that you have all the time in the world. You're just a "lazy-bones".

(10) Here's a new use for the book on your desk. Instead of trying to put it inside your head, try walking around with the book on top of your head for a while. Aisle by aisle you file out, all balancing books on your heads. Don't let your book fall or you're out of countenance. Around to the front of the room, where you may find you can sit down at the teacher's desk without the book falling. Now you're walking straight and tall and beautiful as you ought to walk, like Eastern water-carriers, or dancers, or Fifth Century Greek athletes.

(11) Leaving the book at the desk, walk around the room (to music, if you have it), keeping the fine posture the book gave you. Heads up, ribs up, chest leading, shoulders relaxed, arms swinging freely, good big easy strides from the hips with weight on the balls of your feet, feet going straight ahead. The music gets faster. You run around the room, not galumphing like a hobby horse, but "disturbing the air as little as possible", as Lynn Fontanne so nicely puts it, arms out wide, heads up. When you stop, take a deep breath. You feel better. You look better too.

Now you're ready to do some exercises to show one half of the world how the other half lives.

At first you'll be interpreting yourself—you in different states of mind and in different physical conditions. You will need to concentrate hard for these exercises, remembering how you do things under stated conditions. If you try to be consciously funny you won't succeed in convincing us of what you're doing. Ten of the class come up to the front. (1) While the others watch, this group is going to cross a very muddy street, picking its way here and there, sometimes losing a rubber, sometimes dodging back to escape splashing from a car. Do it in your own way, seriously and

carefully, just as if the street were really muddy. (2) Now imagine that you are ploughing through snow up to your knees in a pasture. You're in a hurry because your old cow has caught her horns in a fence and is getting anxious to be untangled. Remember what big steps you take, lifting your feet up high before you plunge into the snow again. (3) This time it's a cold morning after a rain and the streets are icy. You're afraid of falling and you make your way very carefully, because, when you fall on ice, you see stars. (4) Now pretend you're walking with bare feet across blazing hot sand. (5) Bare feet in cool, green moss. Think of some more walks that depend on the state of the weather or the kind of ground.

The next walks depend on the state of your health or upon some job you must do. Another ten people come up while the rest of the class watches. (6) All of these people have been cursed with stiff necks. What does that do to your walk? As you go along with your stiff neck, turn to watch a car go swiftly past. (7) Now you have a lame back. What happens then? Think hard about your back, don't play the clown—you're a sick man! (8) And here are three people who have terrible tooth-aches. We can see that they're not trying to be funny at all—they actually seem to be suffering with a toothache. (9) The four girls over here have corns and they have to wear tight shoes. Their vain parents are ashamed of children with big feet and have made them buy tight shoes. (10) These three boys are in perfect health but they have a job on their hands—they're trying to teach high-spirited calves to lead, but the calves have their own ideas. Concentrate on an imaginary rope with a calf at the end of it. Pretty soon you'll convince us that you really are trying to lead a calf instead of letting him lead you. Perhaps you'll convince yourself and be like the man in the song who lamented "last night he saw upon the stair, a little man who wasn't there." (11) Now Mary Jane and Donald are asked to enter a room after a walk in 20 below weather. They make us feel how cold it is outside. How glad they are to be warm and safe by the fire. (12) And here are Robert and Wilbur coming home after their first long horseback ride in three years. (13) Josephine enters with her arms full of parcels and (14) Lawrence comes in carrying two very full cups of scalding hot coffee.

The next walks are conditioned by your state of mind. You can make up dozens of these. (15) Alice comes into a room angrily, ready to scold her little brother for breaking her trinket box. (16) Billy comes in stealthily, trying to find a paper in the desk before someone discovers him. Perhaps he's a spy and discovery means prison. When Billy has found his paper and as stealthily has retreated, (17) Madeline comes into the room, shyly, approaching a half dozen grim strangers who are bent on finding out all about her. (18) Arthur comes home after tramping the street for hours trying to sell magazines. There isn't anyone home; nothing

ready for supper. Utterly discouraged he drops his paper sack and sinks down on a chair beside the table. Some of you might come in arrogantly, some curiously, others happily, or in deep thought, or fussily, or filled with awe at the beauty of a strange room. You must concentrate on remembering what you do when you are in the mood you are trying to call up for us.

The following exercises are walks conditioned by character "types". In these Mary Jane will no longer be Mary Jane Smith but someone else entirely, someone whose age, environment or occupation have given her a characteristic walk. She will walk like a very old person, remembering that her knee joints are not as flexible as they once were, her backbone is more rigid than it used to be. She doesn't see or hear quite so well either. Now Johnny Johnson will walk like a cowboy, remembering that the legs are a little bit bowed, that the high heels of a cowboy boot give a little roll to the hips. Another boy walks like a swaggering bully; two boys step into a ring as if they were prize-fighters; a slim little girl shows us how a very lazy fat woman walks. Alice enters the room as an efficient secretary, note-book in hand. Rosalie comes in like a very prim and disapproving aunt. John Smith tries to give an unexaggerated interpretation of a blind man making his way along an unfamiliar street. A policeman on his beat, a sailor, a postman carrying letters, a dress model, a queen in the era of hoop-skirts, the ring-master of a circus, Huckleberry Finn approaching Tom Sawyer's house at night without disturbing the rest of the house, Tom Sawyer on his way to Sunday School, Robin Hood and his merry men—all these offer possibilities.

The next step is to show a character in some definite state of mind, or situation. We see a tired, discouraged blind man walking down the street, a swaggering boy of fifteen passing a haunted house and whistling to keep up his courage, a shy cowboy entering an elegant drawing-room. You will think of a great many.

Then we try some individual pantomimes that tell a story. I saw a Grade VI child do a beautiful pantomime of a little girl going to the dentist with a sore tooth, sitting in the chair, cringing as the dentist froze the tooth, finally we saw that the dentist had extracted the tooth, and the little girl, somewhat shaken but relieved paid him and went home. The chair was the only property she had, the pantomime was worked out in perfect detail. Every child in the class should be able to work out a two or three minute pantomime like this. One of the best I ever had presented a boy taking care of a fretful baby while his mother was away.

The last thing to try as the end of the hour approaches is a pantomime involving seven or eight people. A number of these are listed in the Bulletin. In these if conversation comes naturally it should be encouraged. Every child should know definitely what character he portrays in the situation, and the group must concentrate on making us visualize the realities of the scene.

Other exercises for training the body in acting will be found in Bulletin 4 of the Department of Extension Study Course, *So You Want to be an Actor*. A registration fee of \$1.00 will bring you these fortnightly bulletins on acting, directing, stage-craft, costume, etc. Radio talks on the subject are presented over CKUA and CFCN on Friday nights at 7:45.

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Classroom Procedure in High School Social Studies

An address delivered at the Lethbridge and Calgary High School Conventions by J. F. Watkin, M.A., Banff.

A FEW years ago a school was considered complete and up-to-date if it consisted of a few classrooms and a chemistry laboratory. To a large extent this same idea may still prevail in many school centres. Even if I am wrong in this, as I well may be, I do not think I am wrong in stating that when the word laboratory is used in regard to our schools, in ninety-nine cases out of one hundred the reference is to the Chemistry department. School boards have accepted the idea that special equipment should be provided for the Chemistry department, and that a room in the school should be specially fitted for the teaching of this particular subject. "What is wrong with that?" the Chemistry teachers will say. There is nothing wrong with that, but there is something wrong with the other departments. In their own particular fields the Social Studies room, the Music and Dramatics room, the Science room, the Commercial department, the Shop, the Home Economics room, and even the English department are as much laboratories as is the Chemistry room, and they should be organized as such. Many of you will say that such an arrangement is impossible, but I cannot agree. If you have only a one-room High School it will have to serve for everything of course, and in that case you just have to make the best of an unfortunate situation. If you have a two-room High School things are much better. One room can be equipped for Science, Mathematics and related courses; and the other for English, Social Studies, and such subjects. This of course means that the students must move for their various classes, while the teachers remain in their Home Rooms. Under our present set-up this appears to be the more sensible arrangement.

Let us assume then that we have such an arrangement, and that all of the Social Studies courses are taught in the same room. How should this room be equipped as a Social Studies laboratory—as a place where students come willingly to explore, to investigate, and to do things, rather than a mere classroom where they come unwillingly to sit in desks and listen—a place where lessons are learned by the students themselves, and not merely taught by the teachers? The following features are essential:

There should be plenty of blackboard space extending right across the front of the room, and preferably down one side. At the back of the room there should be a bulletin board of the same dimensions as the blackboard and extending across the full back of the room. It should be covered with maps, clippings and time charts, neatly arranged, and with some new addition almost daily. A reading desk may be built out from the back wall below the bulletin board of such a height that students can stand at it comfortably to look at papers which are placed there, or to consult briefly the reference books which are kept at the back of the room. On the desk there should be atlases, dictionaries, and a copy of a good daily paper. Sufficient shelf space should be provided at the back of the room for holding all of the reference books which should be kept there, and not on the teacher's desk, or in the office, or in any other place where the students cannot get at them. Ideally there should be no desks in this room. There should be tables on which the students find plenty of room for consulting books, papers, and periodicals, and where they can get together for group discussions or to work on group projects. At the present time this is out of the question in most schools. The next best is to take out of the room any unnecessary desks, and to replace them with one or two tables and some chairs at the

back of the room. Some provision should be made for filing current material in such a way that it can be found readily when wanted. If this is not done the material may just as well be burned when it has been used once, for in all probability you will not be able to find it next time you need it. Some further suggestions in this regard will be given later. Finally, if the school has a projector the Social Studies room should have heavy curtains over the windows so that the room may be darkened when slides are to be shown. Perhaps maps should be mentioned as part of the room equipment because they are so essential for Social Studies teaching. These should be hung permanently in the room so that they can be pulled down whenever needed, and they are needed every day. If you have to go running around the school for a map every time you want one, you will probably end up by talking about—say the narrow fertile belt around the Arabian Desert—thinking that the students know just what you are talking about, when, if I am not mistaken you might just as well be talking about Mars.

Finally, the room should be comfortable and bright in appearance. Books should not be left on the desks or tables. Periodicals and papers should be kept neatly in their places, and the whole room should have the tidy, well-kept appearance of a busy place where everything is done in a systematic manner. If a student walks into such a room as that—where everything is kept in order; where the boards are clean at the start of the day, and where Social Studies is looking at him from every corner of the room, he just says to himself, "This place looks like business; I don't think there will be any fooling around in here". You may depend on it that there will not be.

We now have the Social Studies room equipped with the necessary furniture, but before making a beginning with the course itself it will be necessary to go into the question of other room equipment, such as books, maps, and filing facilities.

It is impossible to discuss fully here such a subject as books for the Social Studies courses but a few suggestions for Social Studies 1, may be of some value. It seems advisable for every student in the class to have a copy of either West and Eastman or DeWitt. Tenen is also listed as a text in the regulations but it is wholly unsatisfactory except for the first part of the work, and is not a suitable text. A few copies of it will be useful on the reference shelf. The old West text formerly used in Grade IX is almost identical with West and Eastman for the period covered in the Grade X course, and it may be used to good advantage. Of the primary references for Grade X Breasted is a very complete and detailed account of Ancient civilizations, and may be used as an authority for material which often cannot be found in the other books. Quennell, *Everyday Life in Prehistoric Times* is a very detailed account of Prehistoric civilization, but as the name implies, it deals only with prehistoric man. The most useful and most complete book for the Grade X Course appears to be Seary and Paterson, *The Story of Civilization*. All students should have copies of this book at their disposal. It covers the field of history in a topical manner much in line with the units of the Grade X Course, for example:

The Quest for Security: that is Unit 1, the Growth of National States; The Quest for Comfort is Unit 2, Trade and Industry; The Quest for Knowledge is Unit 3, The Growth of Human Knowledge; The Quest for Power is theme 7,

Peace and War; The Quest for the Common Good is Theme 6, Society; The Quest for Utterance, and The Quest for Beauty cover Theme 4, Expression and Aesthetics.

This raises the question of whether we should have a prescribed text for the Social Studies Course. Probably we should not; but if we were to choose one text which follows the spirit of the Social Studies Course, and at the same time follows the outline itself for Social Studies I, that book would be Seary and Paterson, and not West and Eastman or DeWitt. This book should certainly replace Tenen as an authorized text. Other less known books which are useful are: Wells, *Outline of History*; *Atlas of Ancient and Classical Geography* (Everyman ed.); Van Loon, *The Story of Civilization*. In addition to these, and to the books listed in the regulations, there are numerous others such as Botsford, *Ancient History*; there are numerous stories of Greece and Rome, biographies, encyclopaedias, and what not, which are useful every day.

I suspect that most of our schools are poorly equipped with maps; I know that ours is. It is impossible to teach Social Studies I without a map of the Ancient World. We can hardly keep up with the changes in the map of modern Europe, but the Ancient World is not subject to change, and so there is no risk in buying a map of that. For an understanding of Ancient civilizations I have found that the raised surface maps are very useful. If you have one of these for Eurasia, dig it out, and you will be surprised how useful it will be in studying Egypt and the Fertile Crescent. If you look at the Crescent on a flat map it appears as a strip of red paint probably, but if you consult the surface map you see the real Fertile Crescent bounded by desert and mountains with one end dipping down to the Persian Gulf and the other extending along the East coast of the Mediterranean Sea. For the study of the Ancient World the class may make their own map by painting in the Mediterranean region with Blackboard paint on a large outline. It is then possible to draw in the states with colored chalk as they are studied, and they are easily erased later with a damp cloth. In addition to these types of maps there are numerous others of all descriptions in the papers and magazines these days. Students should be encouraged to bring these and put them up on the bulletin board. When they have been displayed they should be taken down and filed away, and others put up in their places.

Papers and magazines in the classroom constitute a new problem for the Social Studies teacher. There is danger here of getting too much material of a sensational type such as *Life*, *Look*, *Click*, and so on. This has a general appeal I know, and perhaps a little of it is not very dangerous. But it is certain that students waste plenty of time over this material, and probably the school is not the place for it anyway. There are other magazines such as *Current History*, *News Week*, *Time*, *Macleans*, *Geographics* and the like which are much more suitable.

Time charts should be a part of the room equipment. If a student does not develop a time sense, he does not understand History. A large time chart should be built up on the blackboard or bulletin board as the course progresses, and students may keep small charts of their own. There are many different types, and if you are not familiar with them some useful suggestions may be found in Tenen, Becker and Pahlow, particularly the latter.

Slides are perhaps the most useful of all types of illustrative material. The new film slides offered by the Department of Extension contain some excellent material on such topics as Development of Tools, Men of the Old Stone Age, Life in Ancient Egypt, and numerous other subjects directly on our courses. The required notes are printed on the film

strip, and they are excellent. If you are not familiar with these film slides, I think it is safe to say that they are as superior to the old glass slides as the new text books are to the old ones. As the lanterns are cheap, and the service is excellent this valuable source of material should not be overlooked, particularly by the larger schools.

The problem of filing the material gathered during the year is probably the most difficult one the teacher has to handle. Here is a suggestion. First, make a list of all of the important subjects in the Course such as Primitive Man, Egypt, China, Incas, Art, Music, Unemployment, League of Nations, etc. Get a folder for each of these topics and label it. Arrange the folders alphabetically in a filing cabinet, in a cupboard, or on a shelf. Then place a student in charge of the files for say two weeks at a time. Then, when you get a map or a clipping or anything else that has permanent value it may be used, and then handed over to the librarian to be filed away in its proper place. In the front of each folder an index may be kept which will show at a glance just what material it contains. Students should have access to the file, and should be encouraged to use it constantly. There appears to be little value in keeping back issues of magazines, as there is too much difficulty in finding a particular article again when it is needed. I prefer to tear out the articles which are useful and file them away, and to destroy the remainder of the magazine.

Finally, I have in my room a card index which contains a card for every topic studied in Social Studies 1, 2 and 3, and we are gradually listing on those cards every reference that is available in our school. You can probably see the advantages of such a system. It is bad enough to have to look up all of this material at once, but if you keep no record of your findings it will just have to be done all over again next year. My classes have been working on this index for the past three years, and when it is complete it will be of very great value.

Having furnished the Social Studies Room, and having equipped it with reference material as satisfactorily as circumstances will permit, we are now ready to begin work, and there is nothing more important than a good beginning.

(Continued Next Issue)

BOOK REVIEW

THE RHYTHM HOUR—Book One. Sixteen singing games and Dances for children by Dorothy M. Charman, Dorothy R. Rumble and Reginald Godden; Published by the Ryerson Press, Toronto. Price 75c.

Reviewed by Doris E. Miles, Millet.

This book is a great aid to the primary teacher. It contains sixteen simple dances with very tuneful songs and full instructions for each dance. The little ones enjoy the Nursery Rhymes with these simple rhythmic exercises and I'm sure the Junior teacher will find the easy rhythms and pleasing steps will appeal to their little children, making the rhythm and dance period a time of delight and enthusiasm.

The Rhythm Hour is just the book I have searched book-stores for and I think all junior teachers will agree with me when they see it.

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EDUCATION BY CONCUSSION

WALTER KING, Redcliff

IT USED to be said that by going through some mental gymnastics with a purely academic subject like Geometry, we could train the mind in a general way and make it more plastic or elastic, even to the extent of affecting one's moral and volitional traits and habits, and improving one's ability to cope with the intricate problems of everyday life. Perhaps it is still being said. All of which brings up the case of Q. E. Dryden.

Q.E.D. devoured Geometry with the voracity of a rhombus-starved Euclid of Alexandria. Q.E.D. consistently topped the class in mathematics. His "batting average" on the monthly tests was "simply terrific" as the grade eleven girls used to say, and he created something of a sensation by chalking up one hundred per cent on the Departmental examination in Geometry after having stalked out on the presiding examiner with twenty-five minutes to go. Nevertheless, it soon became apparent that any value Q.E.D. was getting from his mastery of Geometry wasn't spreading to all his brain centres in such a manner as to help him acquire a true wisdom for rational living. Q.E.D. graduated to become a taxi driver but forgetting the privileges of others and remembering only the axiom which said a straight line is the shortest distance between two points, he crashed madly, lost his job, and most of his self-conceit in the bargain. There's your true story of education by concussion. Only the name has been changed for obvious reasons.

Most of our education comes the concussion way. Books entertain us, few of them move us to action. Hundreds will read this obscure article published in a teachers' journal. Some few may applaud it, many will condemn it, most will ignore it.

Nothing but concussion moved King John to sign the Great Charter of Liberty; nothing but concussion moved the House of Lords to pass the Reform Bill of 1832. We knew the World War of 1914-18 was inevitable. But we did nothing about it until after the concussion of Serajevo. Then we soon learned to know that democracy would have to face the challenge all over again. But still we did little about it until after a disastrous Munich. And don't we know yet that unless we act now, this thing will have to be faced all over again and again, by our pupils, or by our pupils' pupils? What, then, are we waiting for? Still another great concussion?

Look at our workaday world groggy again from the tailspin of war, with neither soldiers nor statesmen knowing quite what to do about it. Would it be too fantastic to suggest that the schools under the direction of educational authorities step in and try their hand? Here in Alberta we were just nicely launched on a new system of studies, one that would make for better citizens, contributing, we hope, something of value to a better world. But that fateful morning in late August when Adolf Hitler marched his Nazi forces across the Polish border our modernized version of education became as antiquated as Old Bill of "Better 'Ole" fame. Something is wrong with the world. It may be those who now mould the thoughts of the coming men and women of the world's great nations will be destined to set things all to rights. In the meantime, our schools may play a really significant part in the epic struggle for "peace on earth and goodwill towards men."

Col. J. L. Ralston, Minister of Finance, has announced that Canada's first year in the war will cost this country three hundred and fifteen million dollars. The figure means very little just to read it: yet it is almost thirty dollars a head for every man, woman, and child in the Dominion. It is just about equivalent to the entire national debt as it stood

in 1913. But that is not all. Large additional sums of money must be found for war time charitable organizations. During the World War of 1914-18 approximately ninety-five million dollars was raised in Canada in cash and supplies by voluntary contributions. It is possible that the students of the country could become quite a vital force in the lessening of the burden by some sort of organized and concerted effort. Will not the contribution of our educational institutions to ultimate victory and the establishment of a newer and more permanent peace be worthy of a place at all in future histories? Or is it the business of students and teachers to read history, rather than help make it? It may not be a students' war, but it certainly should be a students' peace. And all they ask now is leadership. So here is a great challenge to Canada's teachers to lead approximately one quarter of the population of the country in such a manner that their combined efforts will contribute the most to the Allied cause. And what an opportunity for the A.T.A. to step in and provide the necessary impetus! Will education suffer? What of the schools of nervous London? What of the colleges of mourning Prague? Too long were they bent on the wrong kind of education. The whirr of enemy planes and the deep concussion of searing shrapnel tells them that too plainly now.

Dr. Maria Montessori said: "Those nations which today are seeking war have not forgotten the children and young people. They have given them a position of importance. They have organized them and made them an active social force. This is the right method, and it is a terrible misfortune that so far it has only been adopted by those who are pursuing a warlike policy. Those who want war are preparing their youth for war, but those who want peace abandon their infancy and childhood in the sense that they do not organize it for peace."

Well, the mistake has been made. How quickly can teachers learn a lesson? Right off, let's help win the war. In the meantime, a great crusade for a more permanent peace should be launched. It must start in the schools—now, quickly. The responsibility, of course, rests squarely on the shoulders of those who have the authority to make the long-overdue changes; otherwise we are going to jump from one death struggle to another, paying through the nose in money and lives, and getting simply nowhere. We pay for education too, but education for what? Education for living? Is it really a case of "live to learn and learn to live" or are we just learning in time to starve or die?

Already we are dreaming and planning and talking about that elusive lasting peace. A new peace this time, a better peace. But no better peace than Versailles can come to us until we have a mighty change of heart. A new education that stresses moral as well as intellectual leadership is needed.

Sir Herbert Stanley, Governor and Commander-in-Chief of Southern Rhodesia, asked: "What peace can be founded even out of the battle for principles, if victors and vanquished cease to live those principles the moment it becomes difficult? Where greed and fear pervade our business activity, where pride and prejudice dominate our attitudes, and where self-indulgence and lust undermine home life there can be no lasting peace for individuals or nations."

Then there is the momentous statement issued by over two hundred European educationists at Undersaker, Sweden, last April. It said, in part:

"The problem of today is to recover the moral and spiritual bases of society. We have to find the way to set free all the creative power in the world without the accom-

panying danger of its being turned into destruction. The present state of civilization is making it increasingly clear that we are morally unfitted to survive.

"The evolution of a new type of man is imperative, a man whose will, emotions and character are trained to the same degree as his intellect. The new man is free, open, fearless, and responsible; he lives in fellowship, loves his country, and obeys God.

"The creation of this new type of man and the culture which goes with it is the first task of the educationist today. It is irrational to foster the life of the intellect while neglecting that of the body and of the emotion.

"Our responsibility as teachers is to develop the student as a coming citizen and leader, rather than as a learner of a subject. We must help him to find a career in which his full vitality is applied at the point of greatest service to mankind. In this way we can fulfill our part in the moral rebuilding of the nation.

"Education is fundamentally the dynamic impact of character upon character. The gap which so frequently exists between teacher and student must be closed, and the first step to this is taken when the teacher himself becomes open with his students. He is already open-minded; but he must also be open-hearted: he must know the moral needs of man and how to answer them. Only then will the intellect be fully free to grapple with the problems of the world. In short, the task of the educator is to give moral leadership, to be the pioneer of the new civilization."

Of course, Bertrand Russell told us all this, or something perilously close to it, many years ago, but we are still drifting along quite hopelessly with the tide. Now, the time is fast approaching when we shall be forced to take the momentous step that will revolutionize the chief aims of education in our schools. It will come the hard way, the concussion way. But it must come, or we perish. Already we would make it over the dead bodies of a Versailles-made Austria, Czechoslovakia and Poland. Already we would mend our ways in the wake of two so-called great wars for civilization. Already we would plant the seeds of a new world order on an earth reeking with blood, and hate and lust and greed.

The great deficiency of our educational system is quite clear, for we have a system that trains for everything except that which matters most. Educationists meet, and so convention after convention goes into history as this teacher's method of expounding Algebra or that teacher's system of introducing perspective in Art is explained and applauded. In the meantime, ruthless prison guards crush the heads of hapless college professors into the ground until the very mud turns crimson.

The drastic changes that would have to be brought about in our system of education to make it really compatible with, and of any permanent value to, the times in which we live, require altogether too much energy and too much courage to enlist any immediate world-wide, Empire-wide, Dominion-wide, or even Province-wide support. So instead of bending all our energies to the great task that faces us, we drift along in the old rut, sighing, with hope upon hope, that bogeys such as Hitler and Stalin will eventually die out, that war debts will somehow dissolve into the thin air (or be repudiated) and that Canadians, well trained to the pursuit of ordinary vocations will be free once more to chase the fantastic pyramids of compound interest until the sands of the desert grow cold.

But when the mighty concussion does come—the concussion that will blow us to our senses regarding the real type of education necessary to make the world a fit place to line in—let us all remember the long impressive line of thinkers and educationists such as Russell and Montessori and Stanley who did give us the warning well in time had we only cared to listen.

The Administration of Cod Liver Oil in Schools

H. SIEMENS, M.D., Lamont

THE Lamont Health District includes 4,500 school children. In a questionnaire circulated in January 1939, it was found that of 3,257 children 2,976 were not receiving cod liver oil. This situation and the prevalence of rickets in children of school and preschool age induced the Health District to initiate a cod liver oil campaign within its boundaries. Tenders were submitted by supply houses to provide cod liver oil in capsule form. A capsule containing 3300 U.S.P. Units of vitamin A and 335 of vitamin D was chosen principally because it is cheap and has a reasonably high vitamin D content. The price quoted was low enough to permit us to deliver the capsules to the schools at a cost of 35c per individual per year.

Divisional School Boards, Local School Boards and all the rural schools were interviewed. The necessity of vitamin administration was put before these bodies as clearly as possible and ways and means of raising the necessary funds were discussed. In the majority of schools the pupils themselves volunteered to give the required amount of money, partly through individuals' paying for their own supply, partly through funds raised by means of various moving pictures put on by some member of the Health District staff, to which a small admission fee was charged. In a few of the larger villages the Local School Boards paid for the required number of capsules, in one case including a double supply for children of preschool age.

The capsules are administered in school in the presence of the teacher, each boy and girl receiving one capsule each school day for five months. This amounts to 100 capsules per child at a cost of 35c per child. In this way 75 schools, out of a total of 81 in the Health District, have undertaken to supply capsules to the pupils. All the pupils in each school are provided for, which ensures that the poorest, who need the vitamins most urgently, are supplied as well as those who come from homes somewhat more fortunate.

The organization and management of a campaign as described above, entails considerable work. For the 1940-41 school year the Lamont School Division has already indicated its intention of financing the cod liver oil administration in its schools. This will certainly relieve the Health District of an arduous task and there is no reason why individual schools, as well as the School Divisions, could not attend to this simple preventive measure themselves. Without a doubt every medical man of the District would be only too pleased to contribute whatever assistance and advice he might have to offer.

Medically, the value of vitamin administration is only too well known. Statistically, it may not be an easy matter to determine, next spring, the benefits attained. However, an attempt will be made to do so on the basis of the number of school days lost by children through illness. The project at least illustrates what can be done in this line of preventive treatment in a poor farming district.

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Solicitor for Alberta Teachers' Association

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Teachers' Retirement Fund . . . Report of Board of Administrators to A.T.A. Executive

December 22, 1939.

The Provincial Executive of the Alberta Teachers' Association,
c-o Mr. John W. Barnett, Secretary-Treasurer,
Edmonton, Alberta.
Gentlemen:

We forward herewith a statement with respect to the activities and operations of the Board of Administrators established pursuant to *The Teachers' Retirement Fund Act*, during the year ending December 31st, 1939.

Yours very truly,

BOARD OF ADMINISTRATORS,
TEACHERS' RETIREMENT FUND.

SOLON E. LOW, Chairman.
R. J. GAUNT
C. O. HICKS
A. E. ROSBOROUGH

The Board of Administrators of the Teachers' Retirement Fund had two main tasks to accomplish: (1) the organization of the office and (2) the formulation of the by-laws.

ORGANIZATION

The Honourable Solon E. Low was appointed Chairman of the Board and Mr. C. O. Hicks, Vice-Chairman. The A.T.A. released J. W. Barnett, their Secretary-Treasurer, so that he could accept the appointment of Secretary-Treasurer of the Board. Miss Katherine MacLeod was appointed stenographer and bookkeeper for part time and here again the A.T.A. accommodated the Board, for Miss MacLeod was on the staff of the A.T.A., the Board of Administrators paying her salary on the basis of proportion of time served. From and after the 1st of January next it will be necessary to have Miss MacLeod on a full-time basis.

The Department of Public Works rented an office in the Imperial Bank Building and also supplied the furniture, filing cabinet and a large strong-box. It has been necessary to organize carefully the system of filing and compilation of the necessary forms, such as those seeking information re age and service of teachers, application for pension, etc.

Mr. Carlton W. Clement has been appointed Solicitor to the Board.

FINANCE

N.B.—The cost of administration is very small: the only wages being paid are to the stenographer but, of course, the printing bill for forms, index cards and postage for circularization of teachers, etc. will be considerable.

The Alberta Government put through a special warrant whereby the Board of Administrators might be supplied with sufficient cash to carry on until the proceeds from the school grants (comprising the 3% deduction from all teachers' salaries) arrive. No income whatsoever has been received up to date, the reason obviously being that although the deductions from teachers' salaries are made month by month, the school boards retain these monies and the Department of Education, according to the Act, deducts like amounts from the Government grants. These Government grants are not usually paid until several months after the close of the school term. Presumably, therefore, the Board of Administrators will receive no cash whatsoever (except for the money advanced by the Government) until March or April of 1940 at the very earliest. It is apparent, therefore, that the question of investing any of the funds of the Board cannot arise for some time.

COMPILATION OF BY-LAWS

N.B.—It must be understood, of course, that the regulations will be subject to amendment as experience, information and revealed actuarial possibilities dictate.

In the formulation of by-laws and in providing for benefits, the Board of Administrators necessarily must consider three factors: (a) the actuarial possibilities of the Fund, (b) the opinion of the teachers whose money is being deducted month by month, and (c) the attitude of the Government with respect to their own financial involvement (50%) in all monies paid out to beneficiaries.

The Board of Administrators had placed before them immediately after their organization meeting the recommendations of the Pensions Committee adopted at the last Annual General Meeting of the Alberta Teachers' Association, and many of these recommendations of the teachers made with respect to retirement and benefits have already been implemented in the regulations approved to date. However, it must be obvious to all that many of the recommendations set forth in the above-mentioned report the Board could not attempt to put into effect for a considerable time yet. However, we may say that the following recommendations of the teachers are embodied in the regulations approved to date:

- (1) pensionable age is set at 65 for immediate retirement;
- (2) war service in any branch is to count as service;
- (3) benefits are provided to permanently disabled teachers after a period of 15 service years;
- (4) a minimum pension of \$25.00 a month to be paid to retiring teachers; (Correspondence has been received from teachers suggesting that the pension allowance of \$25.00 is inadequate. We may take the average teacher in Alberta whose salary is \$1,000—3 per cent contribution of \$1,000 is \$30 a year which he will pay into the Fund. Forty years' contribution invested on a 4% basis would accumulate in that time to a little less than \$3,000: that is to say, if a teacher invested his own money for forty years, the total amount accumulated would be \$400 or \$500 below the amount required to purchase an annuity of \$25 per month guaranteed for ten years. It is apparent, therefore, from the above that the \$25 a month basis is very generous from an actuarial standpoint considering that the scheme is in no way established. Besides, there is a tacit understanding between the A.T.A. and the Government that for the first four or five years \$25 per month—that it \$12.50 from the Government would be all that would be paid.)
- (5) no discrimination in the benefits paid by the retirement fund as between men and women teachers;
- (6) payments from the pension fund will be made to teachers who retire not earlier than the month of December, 1939.

N.B.: The recommendation of the teachers was that pensions should commence on October 1, 1939. The Board did not think it advisable to follow the suggestion for the simple reason that a teacher ready for retirement who commenced duties on September 1st did not want to retire in the middle of the term.

There was one recommendation which the Board considered it would not be practicable to adopt, namely, that all by-laws and regulations adopted by the Board of Administrators be submitted for the approval of the teachers of the Association at their Annual General Meeting. In the first place it is obvious that if the Board had followed this policy no regulations could have been put into effect until after the

1940 Annual General Meeting: that is to say, the Board could not provide for benefits for any teachers who are retiring on pension or for permanent disablement until after the next Annual General Meeting in 1940. Furthermore, a rigid adherence to this recommendation would make impossible any progress throughout the year pending the reaction of the teachers at the Annual General Meeting. Again, it is presumed that if the teachers approved a regulation recommended by the Board and the other party disapproved, the whole process might be stalled for yet another year in view of the reaction of the other party to the scheme—the Government. And vice versa.

Return of contributions in case of retirement before being eligible for a pension and return of contributions to estate on death of contributing teacher. Regulations of this kind must necessarily be contingent on the actuarial possibilities of the Fund. No survey has yet been taken of the teachers of the Province. This survey is actually in process of execution. It may take a year, two years, or even more to secure the necessary data for submission to an actuary for recommendation.

This also applies to the matter of providing for graduated pensions for the length of service required for pension and the granting of credits for non-contributory service in Alberta and elsewhere.

The energies and activities of the Board have been devoted mainly to (a) Protecting Funds against an inundation of older teachers re-entering the profession in order to come into benefit, and (b) collecting information from teachers and the organization of material precedent to taking actuarial advice as to the possibilities of the Fund, and (c) providing benefits for teachers of 65 or more years of age actually in the teaching service at the time of the passing of the Act.

A minimum of 20 years' experience in Alberta has been provided by by-laws as an absolute requirement before any teacher can come into benefit other than in the case of permanent disability. This regulation is tentative, effective until December, 1943. It is anticipated, however, that when the time arrives the Board will be in better position in the light of the actuarial recommendations with respect to the Fund and its potentialities to deal with the matters above set forth.

The Board thanks the Executive of the Association for the recommendations of their Annual General Meeting. It has given the recommendations deepest consideration. Where not followed 100% the reason for said difference is that the Board are not yet in a position to go the whole length or, alternately, after intimate study found the recommendations impossible of fulfilment.

TEACHERS ON SERVICE—NEW ZEALAND

Sir: According to the recent regulations regarding military duties published in the Gazette "all leave granted to teachers for the purpose of joining the military forces will be without pay."

I have noticed that most firms and public bodies are making good the deficiency between military pay and their ordinary wage—a justifiable action. Surely the employing education authorities are not going to fail in this direction.

Those who remain behind shall receive all the "plums" and it's up to the controlling authority to see that we who are making a sacrifice should at least have the "stones" of these plums.

I trust that the N.Z.E.I. (who have not failed in the past) will take up this matter and see that we are given a square deal.—B. PREPARED.

—A Letter reprinted from *National Education*, The Journal of the New Zealand Educational Institute.

MANUAL ARTS « « «

Edited by Dr. John Liebe

THINKING A PROJECT THROUGH

L. H. BENNETT, R.R.A.I.C.

Formerly of the Institute of Technology and Art in Calgary

THE new course of study (for General Shop) is a 'pupil-activity' program and, as such, the old manual arts occupations should fit into it quite naturally. But the new program not only provides for a large increase in the application of the 'learn-to-do-by-doing' principle, it also stresses throughout the importance of awakening higher mental activity in every pupil and training him in all possible situations to do his own thinking. To carry this out properly in the shop subjects, the pupil will have to be allowed and encouraged to do much of the thinking and planning that was formerly done for him by the teacher, and in too many cases, presented to him embalmed in dictated notes and embodied in standard models that had become petrified in prepared drawings.

This freedom from standardized requirements for the grades does not necessarily mean that the child should be allowed to make anything or everything he chooses, or that his mother wants him to make. He is in school to be developed and trained, and education advances better under an orderly procedure. The child is ignorant of the special difficulties involved in most of the work he desires to do and he is unaware of his own limitations.

The first specific educational objective given in the General Shop outline is 'to provide an opportunity for creative expression and problem solving through the medium of tools and materials'. An enormous number of good pieces of work have been produced in Manual Training shops in the past, many of them of excellent workmanship, but they have represented too much instructor and too little boy. The boy has done the mechanical work but the instructor has done the mental work. The new course makes a bid for a change of methods by which the boy will get the benefit to be derived from thinking a problem through and seeing the result in the work of his own hands.

SO YOU WANT TO BE AN ACTOR

The Drama Division of the Department of Extension is offering a new study course—*So You Want to be An Actor*—designed to assist school and community dramatic groups in the province in the production of plays.

Radio talks from 7:45 to 8 o'clock on Friday nights over CFCN and CKUA will be supplemented by fortnightly bulletins on Acting, Voice, Directing, Staging Methods and Playwriting. The bulletins will also contain news of dramatic activities in the province and a section will be devoted to answering specific questions on play selection, production and staging. A registration fee of \$1.00 entitles listeners to receive all the bulletins.

The study course will follow the general plan outlined below:

The Theatre:

Some brief notes on the history of drama. A list of great plays from Athens to Broadway.

The Actor:

Training the Voice.
Training the Body.
The Actor prepares his role.

Behind the Curtain:

Theatre Organization.
Directing.
Staging Methods.
Lighting the Stage.
Make-up.
Costuming.

Writing a Play.

Out front: (The critic sees the play.)

Registrations should be sent to The Department of Extension, University of Alberta, Edmonton.

The Canadian Council for Educational Research

By Dr. PETER SANDIFORD

After discussion and negotiations extending over a period of five years Canada has at last established a Canadian Council for Educational Research. We are now in step with Scotland, South Africa, Australia and New Zealand, where flourishing bureaux of Educational Research are in operation. The resolutions which brought the Canadian Council into being are those passed on August 6, 1938, at the biennial conference of the Canada and Newfoundland Education Association, which ran as follows:

- (1) That a Canadian Council for Educational Research be established, with the following objects:
 - (a) To promote by its own efforts or by co-operation with existing bodies the cause of research and investigation in Education in Canada;
 - (b) To publish in full or in summary form all Educational researches in Canada that the Council may determine to be useful;
 - (c) To make grants to assist in the carrying out of any research or investigation approved by the Council;
 - (d) To assist other educational bodies in the selection of students qualified to carry on educational research either in Canada or elsewhere;
 - (e) To take any action that in the opinion of the Council will assist any educational research.
- (2) That, if Newfoundland should desire to participate in this scheme for educational research, the name and objects of the Council be modified to permit of such participation.

The members of the Canadian Council for Educational Research are:

- (1) Dr. M. E. LaZerte, Chairman, Professor of Education, University of Alberta, representing the Canadian Teachers' Federation.
- (2) Major H. B. King, Technical Advisor, Department of Education, British Columbia, representing B.C.
- (3) Dr. F. M. Quance, Dean of the Faculty of Education, University of Saskatchewan, representing the Prairie Provinces.
- (4) Brother M. Leo, Director Institute Pedagogique Saint Georges, Montreal, representing Quebec.
- (5) Mr. H. P. Moffatt, Research Assistant and Acting Assistant Superintendent of Education, Nova Scotia, representing the Maritimes.
- (6) Dr. J. E. Robbins, Chief Education Branch, Dominion Bureau of Statistics, Ottawa, representing the Bureau of Statistics.
- (7) Dr. Peter Sandiford, Professor of Educational Psychology and Director of Educational Research, University of Toronto, representing Ontario.

In addition to the above Council, Advisory Committees have been established in each of the Provinces. The Ontario Advisory Committee of the Canadian Council for Educational Research is composed of the following members:

- (1) Dr. J. G. Athouse, Dean of the Ontario College of Education, representing the Teachers' Training Institutions of Ontario.
- (2) Mr. M. A. Campbell, representing the Ontario School Trustees' and Ratepayers' Association. (This is a temporary appointment as the Executive of the Association does not meet until Fall.)
- (3) Mr. V. K. Greer, Chief Inspector of Public and Separate Schools, representing the Department of Education for Ontario.
- (4) Dr. J. D. M. Griffin, Associate Medical Director of the National Committee for Mental Hygiene, representing this organization.

- (5) Mr. A. C. Lewis, Headmaster of the University of Toronto Schools, representing the Ontario Teachers' Council.
- (6) Mr. A. Pierce, Principal Chester Public School, East York, Toronto, representing the Ontario Teachers' Council.
- (7) Dr. G. F. Rogers, Chief Inspector of Secondary Schools, representing the Department of Education, Parliament Buildings, Toronto.
- (8) Dr. P. Sandiford, representing the Department of Educational Research, University of Toronto. (Secretary pro tem.)

Since the Canadian Council of Educational Research is sponsored by the C.N.E.A. the various Provincial Departments of Education have made themselves responsible for the financing of the project. However, to make sure that the Council got a good send-off, the Carnegie Corporation of New York generously made a grant of \$10,000, spread over two years and beginning in 1938-1939. The Council will therefore have for the coming session about \$6,500 to spend on educational research.

How shall this money be distributed? While no hard and fast rules have been drawn up by the Council, it is expected that applicants for grants to aid them in educational research will send an outline of their proposed researches to the appropriate Provincial Advisory Committee indicating clearly the scope of the project and its estimated cost. If the project is approved by the Provincial Advisory Committee it will be forwarded to the C.N.E.A. Council for Educational Research with the recommendation that it be financed from the funds of the Council. The Council in turn, having before it the applications from all parts of the Dominion, will allocate funds according to the worthiness of the projects and the funds available.

It should be clearly understood that the Council grants will be made only to those who have good problems and are competent to solve them providing that they receive financial assistance from the Council. Grants will not be made to graduate students to enable them to secure higher degrees. However, graduate students may be called upon to help in researches sponsored by research departments, university departments of education, schools of education, teachers' organizations, or even by provincial departments of education, and be paid sums for their services. The grants shall not be used to defray living expenses or to pay the fees of students; they are reserved for persons or organizations with problems to solve and competent to solve them.

Sufficient funds will be reserved to print either in full or in abstract the researches sponsored by the Council.

At last, Canadian educators—administrators, inspectors, teachers, either individually or collectively have a chance to participate in important educational research. It is hoped that teachers and organizations of teachers will send in applications for assistance with their researches. Would it not be a pity if the funds went a-begging because nobody was sufficiently interested to apply for them!

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Regulations Re Graduate Studies Approved by University Senate

THE following regulations have been approved by the Senate of the University of Alberta on the recommendation of the School of Graduate Studies:

1. After the December meeting of the Senate, 1939, no further registrations shall be accepted for the Degree of Master of Arts in Education; and no further registrations shall be accepted for the degree of Bachelor of Education under the regulations existing before December, 1939.

2. Two new degrees shall be established for professional students of Education (1) the degree of Bachelor of Education; (2) the degree of Master of Education.

3. A student may be admitted as a candidate for the degree of Bachelor of Education who (a) holds a Bachelor's degree in the University of Alberta or other accredited University with approved standing and (b) has satisfied the examiners in two courses in Philosophy and Psychology, namely Philosophy 51 or 54 and Psychology 51 or Philosophy 2, or their equivalents.

4. A student may be awarded the degree of Bachelor of Education who shall have satisfied the examiners in (a) Education 54 and 56, (b) a thesis in Education and (c) two approved courses from the following list:

1. Philosophy—an approved Senior or Graduate Course.
2. Psychology 59—Experimental Psychology.
3. Psychology 52—Social Psychology and Social Anthropology.
4. Education 54—History and Philosophy of Education.
5. Education 56—Educational Psychology.
6. Mathematics 42—Statistics.
7. Psychology 104—General and Experimental Psychology. (Advanced Course)
8. Education 101—Problems in Educational Administration.
9. Education 102—Educational Psychology. (Advanced Course)
10. Education 103—Child Psychology.
11. Education 104—History of Education.
12. An option to be selected in consultation with the head of the Department of Education.

5. A student may be admitted as a candidate for the degree of Master of Education who holds either (a) the degree of Bachelor of Arts or Bachelor of Science in the University of Alberta with honours or in another accredited University with at least second class honours or (b) the degree of Master of Arts in the University of Alberta or other accredited University or (c) the degree of Bachelor of Education in the University of Alberta (new style) with approved standing or the equivalent of that degree from another accredited University.

6. The degree of Master of Education may be awarded to a student who shall have satisfied the examiners in (a) three pre-requisite courses, viz., Philosophy 51 or 54, Psychology 51 or Philosophy 2, Mathematics 42 (b) six graduate courses in Education or alternate courses approved by the Department of Education and (c) a thesis. The six graduate courses referred to in (b), and the thesis, shall be additional to any courses or thesis which may have been offered for the degree of Bachelor of Education or other degree.

7. To provide for students who, prior to December, 1939, are registered for the degree of Master of Arts in Education and for the Bachelor of Education degree, old style, it is ruled:

1. Students registered prior to December, 1939, for the degree of Master of Arts in Education may proceed under the old rules with their authorized programmes to the degree of Master of Arts in Education or under the new rules to the Bachelor of Education degree, new style.

2. Students registered prior to December, 1939, for the degree of Bachelor of Education, old style, shall be considered as proceeding towards the Master of Education degree, provided they have been awarded the degree of Master of Arts in Education prior to December, 1939. Such students shall, as candidates for the Master of Education degree, complete the programmes already authorized and prescribed for the Bachelor of Education degree, old style.

8. To provide for students who may suffer by the lowering of the status of the Bachelor of Education degree, it is ruled that graduates holding the degree of Bachelor of Education before December, 1939, may return to the University their Bachelor of Education parchments, be awarded the degree of Master of Education, and receive new parchments.

COLORADO STATE COLLEGE OF EDUCATION HONORS ALBERTA TEACHER

A. P. Tingley, B.A., member of the Edmonton Public School Board staff has been notified by the Colorado State College of Education of his appointment as Honorary Chairman for Canada, for the Golden Anniversary Celebrations of this institution which take place in 1940.

The arrangements which will cover practically the entire year, will be featured by a special program from June 13th to 17th. Each state and county where farmer students are located will be represented by honorary chairmen.



MR. A. P. TINGLEY, B.A.

Every state in the union, Canada, and a number of foreign countries will send representatives to participate in the special program.

Mr. Tingley attained his B.A. degree, majoring in Industrial Education, from Colorado State College in August 1936, and is planning on taking post graduate work there.

Mr. Tingley has been an ardent supporter of the A.T.A. having taken a lively interest in its activities for seven years. He was a member of the executive of the Edmonton High School Sub-local, five years a member of its Conference Committee and president for the years 1934-37.

THINGS PRESENT AND TO COME

C.T.F. BULLETIN No. 4

ADDRESSED TO EVERY TEACHER IN CANADA

Clearing the Record.

Three months ago the C.T.F. Publicity Director sent to the teachers of Prince Edward Island a special Bulletin based upon a close study of the 1938 Departmental Reports of that province. That Bulletin elicited a very sharp reply from Mr. P. S. Bradley, Secretary of Education on the Island. While not clearly convicting us of error or misrepresentation, Mr. Bradley led us to infer that some injustice had been done in our statements, and we have prepared a further Bulletin to P.E.I. which consists (in part) of a fair amend.

The true facts, in so far as they interest Canadian teachers generally, are as follows (quoting Mr. Bradley):

"The minimum salary provided by the Provincial Government for a teacher of the lowest class is \$287.50; the minimum supplement which must be voted by a school district before they may engage a teacher of the lowest class is \$25, which makes a total minimum salary of \$312.50. Consequently there are no teachers in Prince Edward Island teaching for a year under \$300.00.

"There are 94 teachers in Charlottetown and Summerside and 575 in all other districts of the province—according to my figures these 575 received an average salary of \$455—the Committee's statement is in error to the extent of \$80."

It is also to be noted that one city teacher receives \$1350 and three city principals receive \$1800; none of these, however, appearing in the P.E.I. column of the national Distribution Table.

Impenitent

On the main issue we are quite impenitent. It should not be possible for anyone in Mr. Bradley's official position to write, under the date 1939, such facts as he has written. He says that salaries outside Charlottetown and Summerside average \$455. In 1926 the average rural salary was \$508!

The C.T.F. Publicity Department expects to be in existence a long time, and it does not intend to handicap itself by a wide reputation for irresponsible misrepresentation. But is resolved to speak out boldly—if necessary, to blunder into and out of any pitfalls that lie around. The essential fact is that Education is a starved and ill-treated orphan; and that the underpayment of Canada's rural teachers is a national scandal. The remedy lies in teacher-organization, in fearless propaganda, and—mark it!—in resolute Departmental leadership.

Before leaving the Island Province, let us broadcast to all Canada these three paragraphs from the Special C.T.F. Bulletin distributed in P.E.I.:

"Rural Teachers and Rural Taxpayers. According to the latest official classification, there are 536 rural teachers and 2,081 square miles of productive land in your Island. The latter figure includes improved agricultural and pasture land, and productive forest. An educational contribution of one dime per acre from those who enjoy your land resources (and raise the children) would be sufficient to raise the salary of every rural teacher by \$247. That would be \$10 a year for a hundred-acre farmer who—as likely as not—has from one to three children going to school.

"That dime-an-acre contribution would amount to approximately \$133,000. The amount of P.E.I. revenue from field crops, farm animals, dairy products, eggs and sawmill products in 1936 was around \$14,000,000. You can

see for yourselves that on a policy of 'one egg in every hundred for education' (applied to the major products of your land) the economic condition of P.E.I. rural teachers and the educational outlook of the Province could be completely transformed. Is that too heavy a price?

"But", says the objector, 'we are already paying, and paying enough.' Let us turn to page 59 of the Departmental report. The 34 school districts there listed have a total area of 103,498 acres, and vote for their schools a total amount of \$5,216.41; that is, just over 5 cents an acre or \$5.00 per hundred-acre farm. No wonder so many rural parents keep their children home half the time when education means so little to them in money sacrifice."

Forewarned, Forearmed.

The larger school unit is being very rapidly advocated as the next forward move in Education in the Province. In Alberta and British Columbia the reform is now far advanced. From Saskatchewan to P.E.I. it is being urged as the greatest possible step towards modernizing the school service. To all those who are concerned with the inauguration of the Larger Units we would say: "Look out for skulduggery."

This is the sort of thing they are contending with in Alberta. The Gopher Paw District (name only fictitious) requires \$1,000 to run its school in 1938. A rate of 8 mills normally supplies that amount. But the citizens have news that the Gopher Paw District will become part of the Otterhead Division in January, 1939; that their schoolhouse, assets and liabilities will be taken over. Assets?—Yes, they have \$300 credit with the municipality and \$200 in the bank. They are not going to turn that over to a new-fangled Division; they would just as soon spend it. (So far one does not criticize them too harshly.)

The trustees set a rate of 4 mills to raise \$500, and make up the \$1000 budget by spending its reserves. No harm in that. But when the Gopher Paw District is incorporated in the new Otterhead Division, the tax-rate for 1939 is found to be 8 mills. Believe it or not the worthy citizens of Gopher Paw set up a howl because their tax-rate has been doubled under this "new fangled and iniquitous school system". They and their spiritual kindred throughout the Otterhead Division are even now talking up a "Tax Strike", and the doubling of the mill rate at Gopher Paw is their prize argument. It flamed out in the daily press the other day, and the facts as here stated were made public by the Divisional School Board, which took the opportunity of adding:

"The interior of the (Gopher Paw) school has been redecorated with the result that lighting conditions have been greatly improved. Needed repairs were carried out and needed supplies were furnished. The school, which is quite old, had no foundation, and this fall it was necessary to bank the school with earth in order to make it reasonably warm. It appears that some effort might have been made in the past to provide further for the comfort of the pupils."

There you have it: sane, progressive management, expressing itself in sight-saving and health-saving improvements, must be sabotaged by unscrupulous agitation, not for the sake of money—Gopher Paw is still on an 8-mill rate—but in defence of mouldy-whiskered, wornout local institutions. Well, that is one of the penalties of leadership

in a Democracy; you must suffer fools, if not gladly, at least patiently.

Larger Unit a Dominion-Wide Issue

Under the title "Goodby, Little Red School!" Mr. A. P. Woollacott has brought the coming issue in Education right into the pages of Maclean's Magazine (December 15, 1939). All those who wish to fortify themselves with the facts and arguments relating to the Larger Unit in Canada should read and save this very competent article.

"The irregularities that occur in the hiring of teachers, and in many other matters of local administration, the difficulties encountered by many districts in collecting supplements and in maintaining a suitable building would seem to indicate that the time is about ripe for introducing the Larger Units of Administration. This plan which has been adopted with success in many of the other provinces should help to solve many of our problems in educational administration"—Arthur S. Woolver, School Inspector, P.E.I. in the Departmental Report, 1938—Well spoken, sir!

Report of the Rowell Commission.

Listening to the news the other evening, we learned that one of the major items of business at Ottawa early in the New Year will be consideration of the Report of the Rowell Commission on Dominion-Provincial Relations. As is well known to our readers, the C.T.F. and various of the Provincial teacher-organizations appeared and gave evidence before the Commission; their common theme being that the education of Canadian Youth for Canadian citizenship demands a substantial measure of support from the vast resources of taxable wealth intra vires of the Dominion Government.

Much valuable ground work was done by the spokesmen of Education before the Commission. Are we sure that this is being followed up?

1. Have the Provincial Departments of Education explored every possibility of forcing a first-class debate in Commons upon the financial crisis in Education?
2. Have the Provincial teacher-organizations canvassed members of parliament whose interest may be expected to be lively and sympathetic? The names of Messrs. Blackmore, Kuhl, Hayhurst and Coldwell occur to us immediately as those of men whose knowledge and goodwill may well be invoked in the cause of educational reform. The last-named, Mr. M. J. Coldwell (Rose-town-Biggan, Sask.) was for years the Secretary-Treasurer of the C.T.F., and ranks today as an outstanding constructive debater at Ottawa. It would be a fine thing if a comparable group of representatives from Eastern Canada were fully informed as to the nature of the C.T.F. Brief to the Commission, and it is highly desirable that support should come from the Government Benches. It cannot be supposed that the cause of educational progress lacks a voice in the Liberal party.

Please Don't Forget:

Over 10,000 teachers are paid less than the average of the minimum wages set by the provincial laws for juvenile learners in industry.

Over 19,000 teachers are paid less than the average of the minimum wages set by provincial laws for women in industry.

Over 62 per cent of all lay teachers in Canada earn less than the current wages for unskilled labor in Canadian cities.

Teachers of Canada, we have an engagement to keep at Ottawa next month, when the Rowell Commission's Report is made public. We must not default on that engagement.

B. BATTLE AXE.

Summer School Financial Statement

SUMMER SCHOOL STUDENTS' UNION STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR 1939 SESSION

RECEIPTS	
Fees	\$ 1,590.00
Receipts from Dances	108.50
Department of Education Grant re Swimming	85.00
	\$ 1,783.50

DISBURSEMENTS	
Athletics	
Awards	\$ 73.25
Golf	50.00
Softball	\$ 62.00
Swimming	145.00
Tennis	129.56
	\$462.90
Entertainment	
Amateur Night	19.30
Formal Dance	169.84
Informal Dances	501.00
	690.14
Administration and Sundry	
Honorariums	205.00
Medical Services	159.00
Alteration of Constitution—A.T.A.	84.35
General Expenses	131.87
	580.22
Total Disbursements	1,733.26
Excess of Receipts over Disbursements	50.24

STATEMENT OF ASSETS AND LIABILITIES AS AT OCTOBER 31, 1939

ASSETS	
Balance on Deposit with University of Alberta	\$ 921.19
General Account	615.56
Special Reserve Account	
	\$1,536.75

LIABILITIES AND SURPLUS	
Appropriated Surplus	
General Reserve Fund	
Balance as at August 12, 1938.....	\$650.00
Less: Transferred to Medical Service Fund \$300.00	
Transferred to Unappropriated Surplus.....	650.00
Medical Service Fund	
Balance as at August 12, 1938.....	85.66
Add: Appropriation of 10% of 1939 Fees.....	159.00
Department of Education Grant.....	300.00
Transferred from General Reserve Fund	300.00
	844.66
Less Disbursements for 1939 Session.....	229.10
	615.56
Total Reserve - per contra	
Unappropriated Surplus:	
Balance as at August 12, 1938.....	554.94
Add: Excess of Receipts over Disbursements for 1939 Session.....	50.24
Transferred from General Reserve Fund	350.00
	955.18
Less Disbursements applicable to 1938 Session	83.99
	921.19
	\$1,536.75



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No. 39

GOOD WISHES FOR 1940

THE Minister and Department of Education take this opportunity to express the wish that the new year may be one of continued advance on the educational front to the betterment of Alberta schools and school administration, and to enriched life in the classroom for Alberta boys and girls.

THIRD YEAR HIGH SCHOOL (Grade XII) EXAMINATIONS, 1940

The High School and University Matriculation Examinations Board has approved and confirmed the proposals set forth in the November issue of this Bulletin regarding the Third Year High School Examinations of June, 1940.

Teachers are asked to read again the statement in the November issue, and to note the following supplementary statement:

The examination in English 3 will consist of two parts: Part I on Reading and Literature, and Part II on Language. The two parts will not be given during the same half-day session.

The student's score for Part I will comprise two parts, "A" and "B". The Part I "A" score will be given on the basis of a special report from the instructor in Reading and Literature, certifying the student's work in the reading and study of Poetry, Drama, and Essays and in Free Reading, in accordance with the authorized list as set forth in Bulletin I of the Programme of Studies for the High School. The instructor's special report will be made on a form to be supplied by the Examinations Branch, and submitted with the Principal's Confidential Report. The special report must show whether or not the student's work has been consistently and continuously satisfactory throughout the year.

The Part I "B" score will be given on the results of a written test, which will be mainly one of reading comprehension and literary appreciation, to be set on "sight" selections. There will be no attempt to examine specifically on selections from the prescribed or authorized reading; but a few general questions on this reading may be given along with the questions on "sight" selections.

Part II of the examination in English 3 will be a test on Language. Of the final possible score, 30% will be derived from the evaluation for English language of certain questions of Part I "B"; and 70% will come from questions on language usage, and from questions of types denoted by the term "composition", including an essay. This essay will be evaluated for English Language with much the same procedure as that applied to the evaluation of certain questions of Part I "B", as mentioned above.

The general procedures of evaluation for English Language will be the same as those which have been used during the last two years for the Grade IX Examination. It is very important to note that one or more of the candidates' answer papers in subjects other than English will be evaluated also for English Language by means of the procedures just mentioned. All evaluations for English Language will be made by a special group of sub-examiners, and not by those who score for content.

The following schedule shows the set-up of the examination in English 3:

Part I "A": Instructor's report—possible percentage 100
Part I "B": Score on written test—final possible... 100

200

Final possible score on Part I— $\frac{1}{2}$ of 200.....100

Part II: Final possible score 100

200

Final possible score in English 3: $\frac{1}{2}$ of 200 = 100.

From this schedule it can be seen that the possible score for Part I "A" is one-fourth of the final possible score in English 3.

SPECIAL NOTICES TO TEACHERS AND STUDENTS

All candidates except those completing Grade XII under former regulations must write on both Part I "B" and Part II of the English 3 examination. Candidates who already have standing in English Literature 4 of the former programme will write on Part II only. Special questions and directions will be given to these candidates on the examination paper.

All should note that the total number of "marks" possible on any Grade XII examination paper will not necessarily be 100, nor 150; and that the "passing mark" will not necessarily be one-half of the total. It may be less—or more.

All candidates for admission to the Provincial Normal Schools in September 1940, whether eligible for admission in September 1939 or before, are required to take the General Test and the Survey Test in Mathematics and Science during the Departmental Examinations in June, 1940. Such tests have heretofore been required of all candidates at the opening of the Normal School term in September. These tests have now been advanced to June.

In the case of correspondence students, the Part I "A" report will be made by the correspondence instructor, but all students who are actually taking classroom instruction in English 3 must be reported on by the teacher whether they are completing under the old regulation or not.

The following examination papers will be required for the Grade XII examination:

English—Part I "B", English—Part II, History of Literature, Social Studies, Algebra 2, Trigonometry and Analytical Geometry, Physics 2, Chemistry 2, Latin 3, French 3, German 3, Biology 2.

N.B.—No courses in Grade XII subjects will be offered at the Summer School this year except a laboratory course in Chemistry 2. Teachers intending to write on the Grade XII/Supplemental Examinations in August who desire assistance in preparing for these examinations should enrol immediately for correspondence courses.

SPECIAL BROADCASTS ON HIGH SCHOOL DRAMATICS AND PLAY WRITING

Special broadcasts on high school Dramatics and Play Writing will be given from Station CKUA, University of Alberta, Edmonton, every Tuesday from 2:15 to 2:45. This broadcast will be heard only within the region served by Station CKUA but will be of special interest to teachers and students of the high school course in Dramatics and of that part of the high school course in Creative Writing that deals with Play Writing. The attention of teachers and students in the northern part of the Province is specially directed to this broadcast. The first broadcast will take place on Tuesday, January 23.

Obituary

MRS. SYLVIA GIDMAN

ON SATURDAY, December 2nd, there passed away at Taber, after a brief illness of only a few days, Mrs. Sylvia Gidman, aged 79; and thus was terminated one of the most outstanding teaching careers in the annals of Alberta. Mrs. Gidman was born at Knutsford (Cranford) in Cheshire, England. She attended the Egerton Girls' School, and there began her pupil-teacher training at the age of thirteen. She later attended at the Church of England College at Warrington, where she received her teacher training. For ten years she was head mistress of Lower Ince Infant School, Lancashire. She left this position to marry.



In 1903 she became a widow. In 1910 she migrated to Canada and joined her brother Dr. A. Hamman, at Taber. She homesteaded, but also immediately began teaching in rural schools and taught school continuously until her retirement in June, 1938. For the last nineteen years she taught a primary department in the Taber town school.

Mrs. Gidman was both a splendid student and teacher, and even in her latest years gave efficient service in the classroom. She was a loyal member of the A.T.A. and a regular attendant at Local meetings. Upon her retirement she was made a Life Member of the Association. Even after her retirement she continued to attend the Teachers' Convention at Lethbridge. She was the proud recipient of the King George V medal, awarded for long and meritorious service. She was a loyal and devout member of the Anglican Church. She had her place in the choir and was doing other church work to within a few days of her death.

If service be the highest goal of human existence, then Mrs. Gidman lived her life to the full in its highest sense; and died, as she would have wished, serving right to the end. A great teacher and remarkable personality is now only a memory, but a memory that will brighten and enrich the lives of all those who knew her.

MR. RICHARD M. FITCH

In the death of Richard Maldon Fitch, of Rivercourse, the Vermilion Local lost one of its youngest and most ardent members. Mr. Fitch started his teaching career at Thorncliffe, a few miles south of Vermilion, in September. In the short while that he was a member of our Association, he showed definite signs of becoming a successful teacher, and also an enthusiastic member of his professional organization. He was a member of the Vermilion Sub-local.

Dick, as we knew him, received his early education at the Allister School, north of Rivercourse. He attended the Paradise Valley High School for two years and from there to the Provincial Normal School at Edmonton. Throughout his

school career he proved himself to be a diligent and sincere student. His interests did not lie solely within the classroom. He was actively interested in sports of all kinds. All in all, Dick possessed those qualities which lead one ahead. His untimely death shocked us all. Our deepest sympathy goes to his bereaved parents, Mr. and Mrs. E. A. Fitch.

MR. CHARLES MURRAY

ON November 11 Mr. Charles Murray, principal of Ritchie School, Edmonton, passed away at his home after a short illness.

Mr. Murray was born at St. Stephens, New Brunswick, on July 10, 1874. Here he received his early education and upon graduating from high school was awarded the Governor General's Medal for highest standing in the province.

He attended Normal School at Fredericton where he obtained his Superior School License.

In 1906, after teaching for ten years in his native province, he came to Alberta and for several years was principal of Carmangay Public School.

He received an appointment to the Edmonton Staff in September 1916, and during his twenty-three years of service taught in King Edward, H. A. Gray, Highlands and Ritchie schools.

Mr. Murray was highly esteemed by his staff, pupils and other associates and will be greatly missed by them all.

CORRESPONDENCE

Ottawa, November 22, 1939.

The Editor,
The A.T.A. Magazine.
Dear Sir:

From correspondence received in this office we have learned that an item has been published in your magazine stating that copies of "Canada East" and "Canada West" are available for free distribution to school pupils. We are at a loss to know under what circumstances this item has been included in a recent issue and we would ask you not to use it again and if possible publish an item to the effect that it was included in your last issue by a mistake. The supply of these publications has long since been exhausted. In its place, however, we have a publication entitled "Canada Descriptive Atlas" a copy of which is enclosed herewith for your perusal and if convenient you might include an item to the effect that this is available to teachers on a complimentary basis. To students and the general public a nominal charge of ten cents per copy is made, in order to keep distribution within conservative limits.

Yours very truly,
ROBERT J. C. STEAD,
Superintendent,
Publicity and Information.

Battle Ridge, Alberta.

The Editor,
The A.T.A. Magazine.
Dear Sir:

I have read Mr. King's letter in the November publication of *The A.T.A. Magazine* and wish to be one of the volunteers to contribute original ideas to the magazine.

May I go one step further in suggesting, that if possible, our magazine be enlarged or published more often, say twice a month. One way this may be accomplished is by teachers writing more letters to the magazine.

Trusting this may be of help, I remain,
Yours fraternally,

R. M. OLSON.

To Make a Survey of Silent Reading in Divisions Two and Three

DR. DONALDA DICKIE, Provincial Normal School, Edmonton

IN DIVISION One, the pupils are expected to master the mechanics of reading; that is, they are supposed to learn how to read. In Divisions Two and Three, the purpose of the teacher of reading is to train the pupils to use reading as a tool to get information and pleasure. In order that this may be done satisfactorily, it is important that each pupil have his tool in the best possible condition. His technique of reading must be as nearly perfect as possible. If it is not, his informational and pleasure reading is bound to be less in quantity and inferior in quality. He will get less reading done and will get less value from what he does read. To make sure that the junior and senior pupils are ready for the training in the different types of reading required in their Divisions, it is a good plan to give them a battery of reading tests early in the year.

Suppose you wish to begin the new year by making a survey of the silent reading in Division Two of your school. To include Division Three, also, may be desirable. It is very little more trouble to make the tests for both divisions at once. The same tests may be used, the senior pupils using different and somewhat more difficult material. If the authorized readers have been kept away from the pupils, being given out when a lesson is to be taken and returned to the bookcase when it is over, they will provide suitable material for your tests. If, however, they have been allowed to remain in the pupils' desks for free reading they should not be used for test purposes as the scores will not be valid. In the latter case, the teacher will have to provide other material for the test reading. As Division Three is expected and encouraged to use the authorized texts in literature for free reading, other books of about equal difficulty should be provided for them. Any book suited to their level will do and each pupil may use a different one.

The first step is to test the pupils' speed in reading. For this purpose choose from the reader a story which the pupils should read with reasonable facility, not too easy, not too difficult. Different stories at different levels of difficulty to suit the various groups of readers should be assigned when both divisions are being tested. The teacher should explain clearly the purpose and value of the test and exactly what is to be done. When given the word, the pupils are to open their books at the chosen page and begin to read. When the teacher calls out "mark", each pupil underlines the word upon which his eye rests and reads on. The teacher times exactly one minute from the first "mark" and calls "mark" again. Again the pupil underlines the word upon which his eye rests and the command to stop is given. The pupil now counts all the words, big and little, between the first mark and the second, the number being the number of words he can read in a minute. That is his reading speed. If this test is repeated with different stories on three successive days and the scores averaged, a fair speed score is obtained for each pupil.

The standard speed scores given as the result of recent investigation are: 3rd year, 95 words per minute; 4th year, 153 words; 5th year, 189 words; 6th year, 215 words; 7th year, 237 words; 8th year, 253 words; 9th year, 269 words. If a pupil, or group of pupils falls markedly below the standard speed for his year, the next step is to find out what is making him a slow reader.

First, examine his eye movement with a mirror in the way described in the article on reading in the December number of this magazine. If the pupil is averaging more than three or four fixations per line, making many regressions or other erratic eye movements, have him begin work with a partner

upon the eye movement cards described in December. It is convenient to have several sets of these, but a small school may manage with one, the pupils who need the practice using it at different times. One to two weeks practice on each of the four cards in turn, followed by two months' practice in using three fixations per line to read a very easy book will do much to make the eye-movements regular, and rhythmic and the spans longer. With pupils in Divisions two and three, it is profitable to explain the work of the eye in reading, its spans, fixations, regressions and return sweeps, its clue-collecting function. These pupils will understand this perfectly well and understanding makes their practice more effective.

Next, test your slow readers for vocalization. Vocalization means the use of voice, lips, or throat in silent reading. Three degrees of it are found. A few, adults and children, whisper the words when reading silently; many move the lips without voicing the sounds they make; a very large number move the throat, pronouncing each word there. Slight throat movements are probably universal, probably present even when one is thinking. These are unimportant, but a very large number of people in reading silently move the throat almost as noticeably as the lippers move their lips. The point is that any kind of vocalizations is a cause, a result, and an evidence of single word reading, a procedure that reduces both the speed and the comprehension in silent reading. It is a habit that children should be prevented from forming by being required to do the most of their reading silently even in the first year. When older boys and girls are discovered with the habit they should be helped to overcome it as rapidly as possible.

To test for vocalization, have each pupil sit facing his partner. One partner will read while the other is timekeeper. The teacher should choose for the test two consecutive pages of a story of suitable difficulty. It is wise to choose pages without pictures so that the number of words will be almost exactly the same. The teacher calls out the page, the pupils find it and cover it with their hands. When both partners are ready the timekeeper notes the exact second on watch, or clock, and tells the reader to begin. The reader reads the first page silently and indicates to the timekeeper instantly when he has finished it. The timekeeper notes exactly the length of time taken to read the page and records it. When he is ready, he again tells the reader to begin. The reader now reads the second page aloud, notifying his partner the instant he has finished. The timekeeper notes and records the time taken to read the page orally and compares it with the time taken for the silent reading. The silent reading should be four times as fast as the oral. If the two readings occupy the same, or nearly the same time, the reader is vocalizing almost completely, that is, he is reducing his proper silent reading speed by three quarters, that is he is taking four hours to read what it should take him one hour to cover. If the reader reads silently twice as fast as he reads aloud, he is vocalizing about half, using two hours for one hour's work. The reduced speed may or may not be serious, but the reduction in comprehension that results from looking at, saying, and thinking the meaning of each separate word, is a serious loss to any reader, however unimportant his time may be.

In testing for vocalization it is necessary to count seconds. Most pupils and many teachers have not watches, or clocks with second hands. If there is one in the school, or if one can be borrowed for a day or two, it is a simple matter to train oneself and the pupils to count seconds. A steady rhythmic count keeping time with the hand raised and

lowered about a foot in the air to each count will give a perfect count of the seconds. With a watch with a second hand to check the count for a few practices, the teacher will learn the beat and may then teach it to the pupils. Before beginning to test for vocalization, give the pupils a few days of practice in counting seconds. The ability to time in this way is very useful, coming in handy upon many occasions not only among the children, but among adults as well.

The remedy for vocalization is simple. The vocalizer should read with two fingers, or an eraser, or a bit of wood between his teeth. Having the jaws separated makes it impossible to vocalize even with the throat. Prove it to yourself by reading a passage silently, noting your throat reactions and then re-reading with the jaws separated. The difference is obvious to anyone. An eraser, or bit of wood may be kept for the purpose by each pupil, but even with care they are apt to be not very sanitary. The two fingers are always at hand and can be washed before the reading begins. Lay the middle finger flat over the first finger and insert the two-layered tip between the teeth. The position is neither uncomfortable, nor unsightly and the pupil is not discommoded. A few months' practice in reading in this way will reduce the vocalization, increase speed and improve comprehension very materially. It is not a habit likely to be carried over; freed from the need pupils soon drop it. It is asserted that chewing gum while reading will equally prevent vocalization, but most teachers will feel that the finger-tips between the teeth is the less unsightly habit.

The third test to be given is that for single word reading. The habit of looking at, saying silently, and thinking each word in the reading matter is very common among pupils of divisions two and three. Most of them were taught to read by the phonetic method which fosters this habit; many of them have had only oral reading practice which, of course, makes it impossible for them to read in any other way. As has been pointed out, reading each word not only greatly reduces the speed of silent reading but it seriously impairs the comprehension. Single word readers take the meanings of the different words in the sentence and add these meanings together to get the meaning of the sentence. But each sentence has a meaning of its own, different from the sum of the meanings of the words that make it up. And it is this "sentence sense" that the reader must get in order to secure full comprehension of the author's meaning. The difference may be unimportant in common sentences which are little more than counters in daily use, but if the material being read is informational or literary the difference between word meanings and sentence sense is vital.

To test for single word reading use a set of phrase cards such as those described in the December number. Cards of medium heavy manilla tag and about 5"x3" are the most convenient to handle. One phrase should be typed, or neatly printed in the middle of each card. If the phrases

are printed by hand, the print should be about 18 point size, not larger; that is the size of type used in a primer. In testing pupils in Division Two, or Three, begin with the two-word phrase set and work up to the five-word phrase set. Hold the set of ten cards opposite the pupil's eyes at about the level and distance at which he would hold a book. Expose each card one fifth of a second; that is lift each card from the front and place it at the back of the set at that rate. The teacher should time himself in several practice manipulations of the cards. He will find that when he has learned to lift and place the cards rhythmically, without fumbling, lifting and placing as fast as he can move will be almost exactly one fifth of a second. When practicing the manipulation of the cards, the teacher should have some one time him while he counts aloud, counting one for every card he lifts and places. If the reader reads the phrase with one look, the manipulator carries on, if he fails to read the phrase, the manipulator puts that card back in front of the set for one fifth of a second, giving him a second chance. He keeps lifting and placing the same card until the reader has recognized the phrase. To score, the manipulator counts the number of times he has to expose a card to enable the reader to call the phrase. If the pupil requires three looks to call a three-word phrase, or four looks to call a four-word phrase, he is, obviously, a word for word reader. If he can call the phrases as fast as they are exposed, he can read phrases. Practice with frequently changed sets of phrase cards is, of course, one of the best devices for training the pupils in phrase reading.

Another way to test for phrase reading is to use the mirror as in studying the eye movement. Count the pupil's eye movements both forward and regressive for ten lines and average them. If the number of movements is the same, the pupil is a word reader; if the average number of eye movements is a third of the number of words in the line, the reader is grouping words and reading phrases.

The next test recommended is one for vocabulary. The lack of an adequate reading vocabulary affects adversely both speed and comprehension. A very large number of pupils read poorly, largely because they recognize and understand the meaning of too few words. Their inadequacy in this respect hinders their eye movements and makes them vocalizers and single-word readers.

To prepare a simple and quite satisfactory vocabulary test for any elementary school group, the teacher needs a copy of the Teacher's Word Book by Thorndike. This book contains the 10,000 commonest words in the language. Each word has a number after it, the number indicating to which thousand and to which half of which thousand the word belongs. For example the word 'achieve' appears as: 'achieve 11 (5a)'. This means that achieve is in group 11 for frequency and that it is in the first, or "a" half of the

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fifth thousand. If 'scream' appeared as: 'scream 31 (3b)', it would mean that the word scream is in group 31 for frequency and that it appears in the second, or 'b' half of the third thousand. There is a key to the meaning of the numbers and letters which enables the teacher to figure out the words that should normally be familiar to the pupils of the different years. The first 1500 words are practically the same as those in the Gates primary vocabulary list and may be allocated to the first three years. Using the numbers in the key and allowing 1500 words to each year level (except the ninth which will have only a thousand), the teacher may easily make himself a recognition vocabulary for each year, or each division in his school.

The best way to test a group on its year list, is simply to sit down with the group and ask the pupils to tell you the meaning of each word in the list. If they cannot define the word, which is sometimes difficult, even for common words, they may use it in a sentence. The teacher checks each word that the group can neither define nor use and assigns them a 'meaning' list for the year, month or week, just as he assigns them a spelling list. The words in the meaning list need not be spelled. They are reading, or recognition vocabulary words; only the writing vocabulary, which is very much smaller, needs to be spelled.

For a teacher with a small school the above method is feasible, for larger schools a sampling only of the words in the recognition vocabulary is used as a test. To make such a test from the Teacher's Word Book, proceed as follows. Select at random, 30 words from each thousand given in the book. To do this, notice which numbers indicate words belonging to the first thousand. The words in the book are arranged alphabetically and there are 26 letters in the alphabet, therefore you need one word beginning with each letter and four extra. Run a card down the list of words beginning with "a" and write down the first word you see with the proper number after it. Proceed in the same way through the alphabet. Select a second word from those letters with long lists of words to make up the 30. Make a list of thirty words for each thousand in this way. Keep the 30's separate so as to know to which 1,000 each 30 belongs. You really need only 20 words for each 1,000, so choose from the 30, 20 for which it is possible to find accurate synonyms, discarding those that are more difficult to define, or which it is necessary to define in a phrase. Divide your list of 200 words into 50's, keeping the 50's separate: i.e. the lowest 50, the second, the third, and the highest 50 each by itself. Now, for each of the 200 words make a multiple choice test as:

Different—opposite, unlike, dissent, varied.

The pupil is expected to underline, or to give the number of the correct synonym from the list. The great point is to give one accurate synonym. Many printed tests are far from satisfactory on this head.

A carefully made vocabulary test of this kind is a very valuable piece of property for any teacher to own. It may be used with all the grades from 2 to 9. The teacher should administer the lowest two 50's to Division one, and the two middle 50's to Division Two, taking it for granted that they know the first 50 and adding it to their score. Administer the two highest 50's to Division Three, taking it for granted that they know the two lower 50's and adding them to their score without testing. Any pupil who falls below 80% on his vocabulary score should have vocabulary training. The best kind is, of course, wide reading. The difficulty is that the pupils who are low in vocabulary tests are those who do not read much. The converse is also probably true: they do not read much because an inadequate recognition vocabulary makes reading a laborious task for them. For these, the grade word lists, the 'word meaning' lists, the discussions and

games and competitions, the private 'worde-horde' kept in a note book, the 'new word reports' given with current events, all the devices which teachers use, may greatly increase the pupil's vocabulary and by so doing remove the chief obstacle to satisfactory reading. To have his grade word list set out for him is a boon to most children. They see in it a job, interesting and possible, to be completed in a year. They range up and down the list, making a game of finding out the meanings and in a surprisingly short time know and use the words. Enterprise schools, of course, need little formal word testing or word teaching. The vocabularies of pupils engaged in enterprise work grow rapidly and in the natural, that is the best of all, ways.

The last test recommended is one for comprehension. Good comprehension tests are difficult to make and it is best here to use the standard tests, though many of these are unsatisfactory in one way, or another. For Divisions One and Two the Gates Primary Reading and the Gates Silent Reading test are probably the best. In Division Two particularly, the Gates Test tests exactly those skills in reading that are required by the Alberta course to be taught in Division Two. Other good tests are listed in the Standard Test catalogue of The School Book Branch. If it is impossible to secure a standard test, the teacher can, of course, make his own by selecting a series of three suitable passages and making a set of ten questions on each. The pupils to read the passage and then answer the questions with the passage open before them. An average of the three scores gives the pupils' comprehension score. He should, of course, with the book open before him make 100%. From 90 to 100 is passable, but anything below 90% is unsatisfactory and suggests that the pupil needs training in comprehension. Exercises for this purpose will be described in the February article.

It is heartening to understand that there is a movement on foot in Alberta to prepare our own standard tests in all subjects that require them. These could, and no doubt will, be made available to all schools in the province, either free, or at a very small cost. A vocabulary test arranged in the manner suggested above and based on the Teacher's Word Book is in course of construction at the Edmonton Normal School at the present time, and it is hoped to have at least the first three 50's ready to print in *The A.T.A. Magazine* before the end of the present school year.

Moving Picture Game

By Miss Aileen Lehane, Leduc

THE CHILDREN stand in a circle each holding a picture. The pictures and sentences or phrases are the same on both sides (so as to be advantageous to the class as a whole and also the individual pupil.) One child is "It" and stands in the centre of the circle. Each child reads the sentence or phrase on the picture which they hold. When the class has finished reading, the one who is "It" reads the phrases or sentences which are on two of any pupil's pictures. The two children raise these pictures. "It" calls out "change places." If "It" does not succeed in getting into a place, "It" will have to call on two more and try again. If the child in the circle is slow he loses his place and becomes "It".

That the task of financing and administering education is proving to be beyond the ability of the area is generally recognized. It seems to be quite evident that many of the Provinces cannot assume much larger share of the cost and at the same time support all the other social services which at present are recognized provincial responsibilities.

—J. W. Noseworthy.

THE PARABLE OF THE KING'S CLOTHES

By SAF

It happened that all teachers from far and near gathered in one place, and there came into their midst a story teller and he told them a strange tale:

"Once upon a time there was a very vain king who spent all his time attiring himself in fancy clothes. He had a change of raiment every hour. One day two unscrupulous tailors came to him and told him that they could make clothes with such cunning that only those who were qualified in their work or who were intelligent could see them. The King immediately ordered one of these new garments, and then the tailors set to work. They asked for silk and gold threads and kept the lights burning at night to make the people think that they were hard at work; but instead they lolled in their chairs and packed the gold and silk in their bags.

"See how my new garment is progressing," said the king to the prime minister for he thought that the prime minister, being entirely proficient, could not help but see the new garments.

"When the prime minister arrived at the workshop the two rascals began to work, pretending to weave with the utmost care. They asked him if he liked the design and the colors, but the premier could see nothing. However, he thought that it would never do if it should be discovered that he was a simpleton and not fit for his office; so he declared that the colors were beautiful and that the design was marvelous.

"Then came the day for the clothes to be worn at the royal parade. The tailors staggered into the palace carrying great heavy boxes and proceeded to dress the king.

"I cannot see anything," thought the king. 'It will never do for my people to know that I am not fit to be a king or that I am a simpleton.' So he praised the tailors in their work and told them that he liked their craftsmanship.

"All the people in town had heard of the magic clothes and as the king passed by they all exclaimed how beautiful the garments were—even though they could not see any trace of the clothes.

"At last a child cried out, 'But the king hasn't any clothes on!' At this, the voice of innocence, the people realized their mistake and settled down to the more materialistic things of life."

Thus the story ended, and the story teller went on his way.

The teachers looked at one another. What a strange story! What did it mean? This story carried a message. What was it? "Let us take it to the Oracle," they cried, "the mighty Oracle will know the message and will tell it to us."

Coming at last to the Oracle they cried, "Tell us, O Oracle, the riddle of the stranger's message."

The smoke issued from the ground and a roll of thunder shook the place as the Oracle began.

"The riddle of the stranger's message is clear," said the Oracle. "It seems that leaders and men of high degree have come amongst you with a strange new learning."

"Yes, 'tis true," shouted the teachers as one.

"These men have arrayed themselves in garments of the magic words and phrases of the new learning but it has not been given to you the power to see these garments or to comprehend their meaning."

"Oh, yes, we understand," protested the teachers and the greybeards nodded their heads up and down lest anyone suspect that they might not know what these leaders were teaching.

"No, you do not," continued the Oracle, "not if you would be true unto yourselves. I see the words, enterprise, pupil activity, community effort, and many others. You have placed your own interpretation on these words and phrases but do you still truly believe that you know what your leaders mean?"

And the teachers were crestfallen. "You are right O Oracle. Tell us how we may come to know the new learning."

"Go to your leaders and men of high degree and tell them you have deceived them. Ask for their forgiveness that they may show the ways of truth." And nothing remained but a faint trace of smoke as the Oracle concluded his message.

And the people left and came to these men of note and fell on their knees, saying, "Forgive us. Our pride as teachers kept us from admitting that we knew nothing of this new learning of which you preach."

And the leaders forgave them.

"Show us how to teach this new Learning in our schools," cried the teachers in a body.

And so it came to pass that a score of approved teachers travelled from town to town, from school to school, as disciples of the new learning, spending one day in each school, developing lessons by questions and answers, by enterprise, by discussion, by committees and in many devious ways. And it also came to pass that the teachers increased in wisdom and learning and the pupils marvelled at the variety in teaching methods. The system of education became united as one.

So great was the rejoicing by the people in all the land that the king opened his coffers to pay the salaries of the travelling teachers and the king made a declaration that henceforth there would be no more summer schools for teachers.

LOCAL NEWS and Local Meetings

ACADIA VALLEY

The Acadia Valley Sub-local held its regular meeting on November 18 at the home of Mrs. Lewis. The programme consisted of a report by Mr. Ellis on the rules and regulations of the Musical Festival. A schedule was drawn up for following meetings and programmes. Following the conclusion of the meeting a delightful tea was served by Mrs. Lewis.

ACME

The Acme Sub-local met for election of officers at the Acme School on October 19. The following were elected: President, Mr. R. Wendt; Vice-President, Mr. J. H. Folkard; Secretary-Treasurer, Mr. L. Mulvihill; District Councillor, Mr. B. Jacobs; Press Correspondent, Miss C. Taylor. Addresses were given by Mr. Hickey, Mr. Carruthers and Mr. Eyles of the Strathmore Local.

The second meeting was held in Beiseker on November 23. A report was given by Mr. Wendt

on Salary Schedule. It was decided to hold the next meeting at Beiseker on January 18th. All teachers of this area are urged to attend. A programme to include reports on Pensions and Intelligence Tests was planned for this meeting. Mr. MacDonald showed moving pictures from an Washington and Denmark for the remainder of the evening.

ALTARIO

The third meeting of the Altario Sub-local was held on December 9, at Compeer. Mr. Arthur Long was nominated as the delegate to the Easter Convention at Calgary. Difficulties arising in the schoolroom were discussed after which Mr. G. D. O. Carr of Kiriemuir gave his ideas on seatwork in Division I. This proved very interesting and helpful. It was moved by Mr. Long and seconded by Miss C. Hauck that the present slate of officers continue for the coming year. The executive consisting of; President, Melvin Bakken, Monitor;

Vice-President, Thomas MacDonald, Veteran; Secretary-Treasurer and Press Correspondent, Alla Reinikka, Altario; Councillors, Mr. I. Gould, Consort, Stan Ferka, Compeer, of the Neutral Hills Division No. 16 Local, held a meeting at Altario on December 16th. The following were the items of discussion: the amount due to each Sub-local; convention delegate to Calgary; Saskatchewan teachers; June Rally at Gooseberry Lake, and the date as to when the Salary Schedule Board was to meet; namely, around the first of October, 1940.

BEAVER LODGE-HYTHE

On December 2, the Beaver Lodge-Hythe Sub-local convened at Beaver Lodge and an enthusiastic meeting was held.

President Grodeland opened the meeting, and the following officers were elected:

President, G. K. Eggenberger, Beaver Lodge; Vice-president, Anne Proden, Beaver Lodge; Secretary - Treasurer, Louise Miller, Beaver Lodge; Councillor, Mr. A. G. Nicholson, Beaver Lodge. A motion to the effect that the Secretary-Treasurer act as Press Correspondent was passed. From our Sub-local we have the following officers on the executive of the Grande

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Prairie Local: Mr. Nicholson as Councillor and Mr. H. L. King as Vice-President. Last year Mr. King and Mr. Eggenberger went to the Easter Convention as delegates. This year the same representation is planned and our Sub-local will be represented again by two delegates.

Discussion concerning Pension Fund was raised and a motion to the effect that a committee report on what has been done about it and what will be done in the future. Immediately the business part of the meeting was completed copies of the Reading Tests issued by our local were distributed to those present and the members listened to the Broadcast by President Fowler. This was the first of a series of broadcasts given by Mr. Fowler who took the Reading Course offered at the Summer School last session. The meeting adjourned following this. An interesting program of meetings is planned for the ensuing year, and we are sure that the interest will be sustained during 1940.

BON ACCORD-GIBBONS

On November 23, the Bon Accord-Gibbons Sub-local met in Gibbons at the home of the Gibbons teachers, Miss Dever and Miss McWhinnie. The minutes of the previous meeting were read and adopted. Mr. Darks handed in his resignation as president. It was moved and seconded that we hold his resignation and have Vice-President, Mr. Morris act. The Salary Schedule was discussed, and it was decided to ask our Councillor to bring before the Executive our desire that the efforts be made to restore the 10 per cent cut. The letter from the General Secretary-Treasurer, Mr. Barnett, regarding music or other pictures of schools, teacherages, etc. was to be tabled for the time being. It was decided to make a request to the Divisional Board for financial assistance with the projection lantern, said request to be made in writing. Following a discussion it was decided to hold a dance at Fedorah over Christmas to raise funds to pay off our indebtedness on the machine.

The monthly meeting of the Bon Accord-Gibbons Sub-local was held in Bon Accord at the home of Mr. and Mrs. Majakey on December 15. Disapproval was expressed over the letter received from Mr. Bell that the Salary Schedule had been accepted by all Sub-locals. We still feel that the 10 per cent cut should be reduced or eliminated entirely in view of the increased cost of living. The result was a motion to the effect that we request the Executive to send the Sub-locals a copy of the minutes of their meetings. Mr. and Mrs. Majakey served delicious refreshments.

BOW VALLEY

The monthly meeting of the Bow Valley Sub-local was held on November 21st in Strathmore. Mr. Crowther gave a report on the latest developments of the Salary Schedule negotiations. A vote of thanks was given to Mr. Hickey for his fine work in organizing and directing the programmes for Educational Week. Mr. Halbert was elected as Councillor to the Executive of the Strathmore Division of the A.T.A. Mr. McKenzie, one of the Strathmore High School teachers gave a very interesting talk on astronomy. The teachers used the telescope made by Mr. McKenzie. Mr. MacLeod, Supervisor of Schools, then led a discussion on school supplies, records and library books. The refreshments were provided by Mr. Hickey and Mr. Chamberlain.

BOYLE

The regular meeting of the Boyle Sub-local of the A.T.A. was held in the Warren High School Room in Boyle on December 8th at 2 p.m. Nine teachers were present. Discussion for the day's program included information regarding books available from the Central A.T.A. office for Sub-local use, Salary Schedules throughout the province formed another avenue of discussion. The idea of using available educational entertainment for the Boyle Community, in the form of an instructive motion picture, was suggested and approved of by Sub-local members. After the business had been concluded, a delicious lunch was served, the

hostesses being Miss Kathrine Dimitri of Granville and Miss Irene Bucholz of Plum Lake.

BRUCE

On November 18, the teachers of the Bruce Sub-local met at Miss Collier's residence. A new Vice-President was elected. An enlightening report was given by the local representative, Miss Bruce, after which followed a lengthy discussion on the pupil report cards issued by the Department of Education. The meeting adjourned and Miss MacDougall and Miss Westbrook entertained the teachers with many delightful school games, after which a delicious lunch was served by Misses Bruce, Collier and Fleming.

A meeting of the Bruce Sub-local was held December 16th. The joint school concert in aid of the field meets was discussed in detail. The date set for the concert was January 12, 1940. A report of the last local Executive meeting was given by Miss Grace Bruce. The meeting adjourned and lunch was served by Miss Bennett and Miss Foster at the residence of the latter.

CASTOR

At the first meeting of the Castor Sub-local on November 25, the following officers were elected: President, Mr. A. Gibb; Vice-President, Mr. H. Ulmer; Secretary-Treasurer and Press-Correspondent, Miss R. Weaver. The election of a Local Association Councillor was left until next meeting. The second meeting of the Castor Sub-local was held on December 15. Minutes of the previous meeting were read and adopted. Mr. J. Ellington was appointed Local Association Councillor. Mr. C. Sorenson reported that each Sub-local is to submit a plan for a Salary Schedule to the next meeting of the Divisional Board. It was decided to draft this plan at the next Sub-local meeting, which will be held at the home of Mr. J. Ellington on January 13. Mr. E. Smith reported on the plans for the Musical Festival. A discussion followed.

CHAMPION-CARMANGAY

On December 6, the Champion-Carmangay Sub-local held its meeting in the Champion High School. The meeting was open to the public. After the business had been completed Dr. Sansom of Calgary Normal School gave an exceptionally interesting and instructive address on "The Psychology of the Pre-School Child. This was followed by a lengthy discussion. Seidom does a group enter so wholeheartedly and enthusiastically into a discussion as this one did. Later Dr. Sansom and the teachers were entertained at the home of Mr. and Mrs. Farmer.

CHERHILL

On October 28th a meeting of the Cherhill Festival Association was held. The following officers were elected: President, Mr. F. J. Woodhouse; Vice-President Mr. X. Seely; Secretary, Miss I. MacDonald. A discussion took place as to the possibility of organising a Sub-local of the A.T.A. It was decided that the Festival Executive take over the job of organising for the time being, with the addition of Mr. J. A. Patullo as Councillor.

CLANDONALD-DEWBERRY

The regular meeting of the Clandonald-Dewberry Sub-local was held on November 4. After the reading of the minutes of the previous meeting, Mr. Aalberg reported that the executive was of the opinion that a Fall rally of the Vermilion local was not feasible. An interesting prospectus of future meetings was drawn up. Such business as the Musical Festival, the School Fair, the Spring Track Meet, reports from Mr. Meade on the Reading Course etc. was allotted to be brought up at definite meetings. It was decided to invite our Supervisor, Mr. Laverty, B.A. and the President of the Vermilion local, Mr. Smith of Paradise Valley to address some future meetings. In future, the teacher in charge of the school visited will be expected to show the teachers any work that he may be doing which would be of interest.

Our Councillor, Mr. A. Aalberg, gave his report concerning the meeting of the Vermilion Executive, which had been held on October 28.

Mr. Allen, visitor from the Islay Sub-local, brought fraternal greetings from his Sub-local. He gave an interesting account of the activities of the Islay teachers. Christmas, concerts, methods of financing, etc. were discussed. The following resolution was passed: "Whereas the Christmas Concert is an established institution in most districts and we feel that it serves a definite co-operative enterprise between the teacher and pupil; whereas the concert may consist chiefly of school work such as dramatics, recitations and music; Whereas the children have become accustomed to such a concert and its removal would discourage them; Be it resolved that this Sub-local advise the Conference Committee to negotiate with the Divisional Board for assistance, financial and otherwise."

The Clandonald-Dewberry A.T.A. Sub-local was reorganized in September and monthly meetings have been held regularly since. At our December meeting a committee was

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appointed to draw up a Musical Festival syllabus. Then Mr. Meade's pupils gave a very interesting and talented Physical Training display. After partaking of a bountiful lunch we adjourned. The date of our next meeting will depend on weather and road conditions. Mr. Richardson, our President will call it at his discretion. Mr. Geake, Secretary, will notify all members by letter.

CLARESHOLM

At the first meeting of the Clareholm Sub-local, the election of a new slate of officers for the coming year was held. Mr. H. Coutts will serve as President once again while the office of Vice-President will be filled by Miss M. Edlund. Miss Doris Peterson will take over the duties of Secretary-Treasurer. The two members of the Program Committee, appointed by the President, are Miss Volstead and Mrs. S. Linsted. Miss Coutts, with the assistance of Mary Faunt has kindly consented to take charge of refreshments. Miss Laemmle will be press correspondent. The two Councillors for the local will be Mr. A. Scott and Mr. H. Coutts. Meetings of the local will be held on the first Saturday of each month at 2.30 in the afternoon. Every effort is being made to encourage full attendance, and to further this objective, each town teacher has undertaken to adopt one rural teacher, and to keep him or her in touch with meetings scheduled or special.

November 4, 1939. Business of the second meeting partly concerned itself with the discussion of rural teachers' salary schedule for this Division. The remainder of the time was spent in discussing the new Teachers' Retirement Act. It was decided that a portion of the first meeting of the new year be spent in finishing this debate as a great many conflicting opinions were expressed. Rev. A. H. Rowe gave a most interesting and instructive lecture on Current Problems, especially as they concerned those engaged in the teaching profession. Mr. H. Coutts, our President made on behalf of the interested assembly of teachers, a very fitting reply. An informal discussion continued on points of especial interest throughout the following hour, during which time a delicious lunch was served.

December 2, 1939. December again, and Christmas! Always a signal for our A.T.A. to stage a party, with positively no business permitted. The teachers enjoyed an excellent movie, 'Elizabeth and Essex'. Following the Theatre Party, all were invited to the home of Mr. and Mrs. H. Coutts. After spending an hour and a half in lively games, a very dainty and tasteful lunch was served by the hostess.

CLOVER BAR

The Clover Bar Sub-local held their regular meeting on the first Saturday of November in the Masonic Temple. A very interesting discussion was held by D. R. Innes of Strathcona High School on Patriotic Observance in the School.

The Clover Bar Sub-local held its regular meeting on December 2. 'Christmas Programmes' was the subject discussed. Mr. Wm. Griffin gave an interesting talk on 'Dramatics and the Christmas concert'. It was decided to form a system of tabulating ideas and suggestions for Christmas Programmes which could be added to and used from year to year by the members.

COALDALE

On October 13, the Coldale Sub-local held its first meeting of the fall term. The following officers were elected: Mr. R. I. Baker, President; Mr. W. J. Mead, Vice-President; Miss E. Bawden, Secretary; Miss H. Brown, Treasurer; and Miss M. Esplen, Press Correspondent. The three Councillors elected were, Mr. H. Jackson, Mr. R. I. Baker and Miss J. Nichol. A delicious lunch was served at the close of the meeting, by Miss E. Kumlin and Miss C. Crowe.

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On November 7, the second meeting of the Coaldale Sub-local was held. The time was taken up by discussions regarding the recent Teachers' Convention. The programme and Refreshment Committee was to consist of Miss H. Allen, Miss Anderson and Mr. E. Jackson. A social evening at games and contests was arranged by Misses Alice and Emma Bokavoy and Mr. M. Robinson and was followed by delicious refreshments.

COALHURST

A meeting of the Coalhurst Sub-local of the A.T.A. was held in Coalhurst on November 16th with 16 teachers present. Various business matters were discussed. Arrangements were made to have a guest speaker at the next meeting, January 19, at Diamond City. An invitation to attend a social evening and dance sponsored by the Lethbridge Northern Sub-local to be held in Picture Butte, December 8, was heartily accepted. An invitation was extended to the staff of the Barons School asking them to join the Coalhurst Sub-local. Following the business meeting singing and games and refreshments were enjoyed by all.

CONFLUENCE

The Confluence Sub-local met in the Rocky Mountain House School on December 2. Mr. McCrimmon was elected Councillor. It was decided that the next meeting of the local executive should be held in Rocky Mountain House. Mr. Costello spoke, and advised that there should be greater co-operation between the local and Sub-local executives. He mentioned the possibility of establishing a library for the use of this Division. Mr. H. Ross endorsed these suggestions. The inspector then explained his plan of having groups of teachers meet with him for the purpose of discussing various topics. He also urged the organization of "Home and School" groups, and the employing of a district nurse.

CORONATION

The Coronation Sub-local held its first meeting of the new school year at the home of Mr. and Mrs. R. Butterfield in Coronation on November 18. An election of officers took place as follows: President, Mr. W. Eckman; Vice-President, Miss Dorothy Fleming; Councillor, Mr. R. Butterfield; Secretary-Treasurer, Miss P. Mayhew; Press Correspondent, Miss Mary Connelly. It was decided to hold monthly meetings on the first Saturday of each month. Discussion took place as to how the meeting should be conducted. It was planned to have a member appointed at each meeting to lead a discussion on some topic connected with school matters. Plans were also made for the Social part of the meetings in the same manner, by choosing a member to provide the entertainment. At the next meeting Mr. J. McAuley will start the teachers in the discussion, while Miss Dorothy Fleming will be the social directress. Then a most interesting book "The Rainmakers" was informally described to the members by Miss Dorothy Fleming. After adjourning, the rest of the afternoon was spent enjoyably with Chinese checkers, and a delightful lunch served by Mrs. R. Butterfield.

CZAR-HUGHENDEN

The December meeting of the Czar-Hughenden Sub-local was held in Czar at the home of Mrs. D. Glockin on December 2. The regular meeting was followed by a quiz prepared by Miss Jean Benedict and a very interesting travelogue by Mr. Betts of Hughenden on his trip to the New York World's Fair.

DAYSLAND

On November 24 a meeting of the Daysland Sub-local A.T.A. was held in Daysland School. After a discussion on the by-laws of the Pensioners Act it was decided that we request the Pensioners Board that prior to the passing of any by-laws they may make hereafter, their proposals be made known through the A.T.A. Magazine, and the reaction of the teachers be obtained through the Sub-locals and locals. There was a short discussion of the Grade IX Social Studies book, "The World of Today".

DIDSBURY

The Didsbury Sub-local held its second meeting of the school year on December 16 in the Didsbury School. Mr. C. R. Ford reviewed the conditions which led up to the adoption of the present temporary salary scale for the teachers of this area. His report cleared up some points in the minds of a few teachers present. Plans

were then drawn up for future meetings, to be held at 2 o'clock on the second Saturday of each month commencing in January. It was decided to have a three-feature program at each meeting: viz., Business, Educational Help, and Entertainment. The January meeting will feature a paper on "Art in the Elementary Grades". For the entertainment Mr. A. Reiber was chosen supervisor with power to appoint a new committee of two for each meeting. Miss Helen Armstrong was appointed convener of the refreshments committee.

DONALDA-RED WILLOW

The first meeting of the Donalda-Red Willow Sub-local was held November 6 at Donalda. The following officers were elected: President, R. Kerr; Vice-President, S. Paulson; Secretary, M. Lawson; Councillor, S. Paulson; Press Reporter, E. Steel. After a short business session the meeting adjourned to the home of Mrs. J. Dempsey where refreshments were served.

ERSKINE

The Erskine Sub-local held its second meeting of the term at Ewing School on November 17. The main business of the meeting was to nominate officers for the Executive, as well as the members for the Salary Schedule Committee. During the meeting discussions took place regarding "Preparation and Marking of Standardized Tests" and "Writing in Division I and II. Mr. Patrick reported on the costs of a motion picture machine, and operating same within our Sub-local schools. Plans were made to have a concert in January, each teacher to contribute items from the Christmas Programme. Miss M. Chapman of Ewing had much interesting and instructive work on display. Ewing School is the Model Rural School of the Inspectorate. Following the adjournment of the meeting, "Bingo" provided some excitement. Later a delicious lunch was served by the south teachers, Miss McGladrie, Miss Chapman and Mr. Mallom. The next meeting is to be held January 13, at Whetzel School. Miss M. McGladrie will be the hostess.

FAUST-KINUSO

A most successful organization meeting was held by the members of the Faust-Kinuso Sub-local at Kinuso on October 28. The following officers were elected: President and Councillor, A. E. McEachron, Kinuso; Vice President, Mrs. M. Embree, Kinuso; Secretary-Treasurer, Miss Ethel Akins, Faust; Press Correspondent, Audrey B. Rice, Eula Creek. The second meeting was held at Faust on November 25. Miss Rice and Miss Pavon were appointed membership committee. It was decided to have the meetings on the third Saturday of every month. A constitution was filled in and approved and a very lively and interesting discussion was held about the new report cards. Meeting was adjourned and a lovely luncheon was served by the Faust Teachers.

FISHBURN

A meeting of the Fishburn Sub-local No. 56 was held on November 25 at the home of Mrs. Slater. Officers for the coming year were elected as follows: President, Wilfred Schremp; Vice President, David Hilt; Secretary-Treasurer, Lois Arbogast; Councillor, David Halton; Press Correspondent, Mary E. Anderson. After a lively discussion on enterprise and Speech Training the meeting was adjourned. It was decided to have our next meeting on January 16, at which we will continue our discussion with a talk on "Speech Training" and some new ideas for enterprise work.

FOREMOST

A regular meeting of the Foremost A.T.A. Sub-local was held on November 18. President F. G. Hahn of Etzikom was in charge. Plans were made for a raffle to raise funds for charitable purposes. R. L. Bruce will donate a pig to the cause. Illustrations of primary work were shown by Miss Stataema and Miss Stewart.

FORT SASKATCHEWAN

The Fort Saskatchewan Sub-local met for their November meeting at the home of Mr. and Mrs. W. A. Scott. During the business meeting the following officers were elected: President, Mr. W. A. Scott, B.Sc., Fort Saskatchewan; Vice-President, Mrs. D. Porter, Partridge Hill; Secretary-Treasurer, Miss M. Looker, Fort Saskatchewan; Press Correspondent, Mrs. A. R. Holmes, Pleasant View; Councillor, Mr. A. R. Holmes. After the conclusion of the business meeting, a very pleasant time was had at games. A most delicious lunch was served at the close of the meeting by the hostess.

GRAND CENTRE

The Grand Centre Sub-local held its monthly meeting at New Grand Centre School on November 25th. Mr. W. E. Kostash, the Representative for N.E. Alberta, was the guest speaker, and gave a very interesting and informative talk on Salary Schedules. Plans were made for sponsoring a dance on December 29th at Grand Centre Hall, the proceeds to go to general funds for the Sub-local. The next meeting of the Grand Centre Sub-local was held on Decem-

ber 16th. Mr. Robinson gave a report on the Bonnyville A.T.A. local meeting held on December 9th at Bonnyville. Mr. Fergus Milaney gave an account of the work of the Salary Schedule Committee, and presented the proposed Salary Schedule for the new Bonnyville Division. The vote by the teachers present was unanimous. Lunch was served at the close of the meeting by Mrs. Dwyer.

HANNA

The regular meeting of the Hanna Sub-local of Sullivan Lake Division was held in Hanna on December 2. Dr. S. Argue, local representative of the Canadian Cancer Research Association gave a very interesting address on its objectives.

HAIRY HILL

A meeting of the Hairy Hill Sub-local was held on November 17 at the Hairy Hill School. A discussion on reading took most of the time. Mr. M. Shalka spoke on "Errors in Reading". He mentioned the different kinds of errors made in reading and suggested remedies. Mr. W. P. Sharek spoke on "Reading Readiness". Out of a discussion arose the suggestion that pupils be tested a few months before they begin school for reading readiness. This would help the teacher to adapt his or her methods to the needs of the pupil. Mr. Shavhook, the group leader gave strict instructions and directions in regard to the testing and scoring of I.Q. and reading tests. These tests were distributed to all the schools.

The members of the Hairy Hill Sub-local met at Boian-Marie School December 8. The major item of the meeting was the discussion on Remedial Reading. Mr. Kostash and Mr. Kulka outlined the four major abilities to be developed in reading. They prepared sample exercises from textbooks which are to be used as guides for the development of the ability to comprehend what is read. Mr. and Mrs. Sharek and Mr. Shalka invited the members to their home where a satisfying lunch was served.

HIGH RIVER

The first meeting of the High River Sub-local was held in High River on November 1. The following is the executive for the coming year: President, Mr. Howard Doney; Secretary-Treasurer, Miss Betty Neithal; Press Correspondent, Ethel Starr. It was decided that meetings should be held the first Wednesday of every month.

HINES CREEK

The Hines Creek Sub-local held a successful meeting in the High School. Mr. Rouke led a discussion on the teaching of Art in Divisions 1, 2 and 3. Following the meeting, afternoon tea was served by Miss Nelson and Mrs. Sproul. The next meeting to be held on January 13, 1940 will be devoted to a discussion led by Miss Toal, on the teaching of spelling in the grades and Seat work for Division 1.

HOLDEN

An executive meeting of the Holden Local Association of the A.T.A. was held on November 15th at the home of Mr. and Mrs. Downey in Holden. Business resulting from the minutes of the last meeting was discussed. A financial report of the Fall convention, held in Ryley, was given. Mrs. Selkirk of Holden was elected Librarian of the Teachers' Reference Library. The Library Committee, consisting of Superintendent MacLean, Mrs. Selkirk and Mr. Downey will submit proposals for adding to the library at a later date.

The Executive of the Holden Local met at the home of Mr. and Mrs. Downey in Holden on December 14th. The members of the Salary Schedule Committee were also present. It was decided that this committee should not conclude negotiations with the Divisional Board without giving the teaching body an opportunity to express its opinion of the proposed schedule. The Sub-local representatives were asked to have their Sub-local decide upon the advisability of holding a one-day track meet in the future, which would handle games and track events on the same day. Mr. J. H. MacLean, Superintendent of the Holden School Division, presented a new form of pupil's report card. He asked that each Sub-local discuss it and report upon it. At the close of the meeting, Mrs. Downey served a delicious lunch.

IRRICANA-KATHRYN

The first meeting of the Irricana-Kathryn Sub-local was held in Irricana on November 22nd. It took the form of a re-organization meeting. The election of officers and general plans for the year's work was the main business of the evening. The officers for the current year are: President, Mr. L. R. Workman, Kathryn; Vice-President, Mr. F. A. Morrell, Irricana; Secretary-Treasurer, Miss Mary Mayell, Kathryn; Councillor, Mr. Fernet; Press Correspondent, Miss Norine Maynes, Irricana. The name of the Sub-local which was formerly Aldridge-Kathryn was changed to Irricana-Kathryn as the members felt that this name more truly represented the territory included in the Sub-local. A committee was appointed to in-

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investigate the possibilities of visual instruction in schools of the Sub-local. At the close of the meeting lunch was served by Mrs. Morrell and Miss Maynes.

KITSCOTY-BLACKFOOT

A meeting of the Kitscoty-Blackfoot Sub-local was held on December 6, at the home of Mr. and Mrs. W. Taylor. Mr. R. Fraser led in the reading and discussing of several chapters from the book "Canada Today". Several other items of business were brought up for discussion. A motion was passed that this Sub-local approve the Vermilion Local donation of \$50 to the Red Cross Fund. Mrs. Taylor served a very delightful lunch to the teachers and after a short sing-song the meeting adjourned.

LOMOND-ARMADA-TRAVERS

The first meeting of this Sub-local was held in the dormitory, Armada, Oct. 13. The following officers were elected: President, Miss R. Alder; Vice-President, Mr. A. Sketcheley; Secretary and Press Correspondent, Miss E. Jensen; Councillors, Mr. A. Elder and Mr. H. H. H. H. It was decided that all meetings should be on Tuesday evenings. Following the meeting a delicious lunch was served by the Armada teachers.

LOUGHEED-SEDEGWICK

This Sub-local held their regular meeting in the Loughheed school on November 24. A spirited discussion concerning the Retirement Fund took place. This showed the general attitude of the teachers to be in favor of the principle of the Pension scheme but unfavorable towards the manner in which the scheme has been imposed. It was felt that a plan of such vital importance to all teachers should be submitted to them for their discussion and approval. Resolutions were formed, voicing these opinions and are being forwarded to the Pensions Board. Following this Mr. L. V. Smith spoke on "Perception in Reading".

MACLEOD

A meeting of the Macleod District Local Teachers' Association was held in the Granum school on December 2, with Mr. Edwards in the chair. The Secretary-Treasurer, Mr. Gray-Scott read the minutes of the Local meeting held at the convention in Lethbridge. The new slate of officers passed by the meeting is as follows: President, Mr. H. Coutts; Vice-President, Mr. E. C. Chute; Secretary-Treasurer, Mr. A. Gray-Scott; Chairman of Salary Schedule Committee, Mr. M. Edwards; Press Correspondent, Miss M. Hillier. A discussion followed on the present salary schedule and suggestions for future changes were tabulated by Mr. Edwards. Following the meeting refreshments were served by the members of the Granum Sub-local.

MARWAYNE-STREAMSTOWN

A meeting of the Marwayne-Streamstown Sub-local was held at Streamstown on November 14. Due to small attendance it was decided that future meetings be held Saturday afternoons. General discussion concerned Festivals and Christmas concerts. Our Councillor, Mr. Plater, gave a report on the last executive meeting. It included the financial statement. A news sheet is being prepared by Mr. A. Allbough. It will include a resume of each Sub-local's fall activities. The meeting closed in the midst of much discussion about concert material. Miss M. Sherstanka gave an interesting talk "The Rhythm Band in the Rural School".

MILLET

On November 24 the Millet Sub-local met at the home of Mr. and Mrs. T. D. Baker for the purpose of organizing for the coming year. The following were elected: President, Mr. O. Stratte; Vice-President, Miss M. von Arx; Secretary-Treasurer, Miss M. Gillies; District Councillor, Mr. O. Stratte; Press Correspondent, Miss O. M. White. The question of obtaining records for use in the schools throughout the Wetaskiwin division was discussed. Arrangements were also made for a committee to prepare a book list for Division II. These books are to be used on an interchange system similar to that for the records. Plans are being made for obtaining a projector for use by the schools of the Millet Sub-local. After the meeting adjourned a delicious lunch was served by Mrs. Baker.

MT. RUNDLE

Colonel Philip Moore, of Banff, spoke to the members of the Mt. Rundle A.T.A. in the Banff High School on Nov. 21. The lecture was illustrated with unusually fine lantern slides. The first part dealt with the early explorers of Canada. The views following showed the gradual decline of the Indian as the buffalo disappeared. The last group of slides showed scenes from the early days in Banff. Colonel Moore, in addition to his thorough knowledge of his subject, is a most able lecturer and gave the group a very entertaining evening.

MUNDARE

The first meeting of the Mundare Sub-local was held at the Mundare School on November 13 with Miss Mary Osmack, Vice-President, in the chair. The following officers were elected: President, Mr. Harry Baby; Vice-President, Mrs. I. Hawryluk; Secretary-Treasurer, Miss Mary Baron; Press Correspondent, Miss Eleanor Kendel; District Representative, Mr. Mizibrocky. It was decided that these officers should also be responsible for the social side of this year's meetings. Mr. M. J. O'Brien gave a very interesting talk on the part the rural school teachers have to play in the organization of Red Cross branches. Lunch was served at the home of Miss Eleanor Kendel.

MYRNAM

Bad roads were responsible for a rather smaller than usual turnout of teachers at the regular monthly meeting held at Myrnam on December 2. The secretary reported the success of the two Educational Week meetings held at Morecambe and Myrnam. The report of a delegates' salary revision convention, held at Two Hills provoked some discussion. A revised salary schedule is expected to be presented for discussion and possible adoption at our regular Spring Rally. A committee of three was elected to cast "The Silent Shape" which selected plays will offer the teachers an opportunity to display their dramatic ability. Due to the late arrival of the testing material work in Supervision of Reading will finally be begun. Those teachers well acquainted with the book, "The World of Today", condemned for its allegedly pernicious Nazi propaganda, were unanimous in their support of it on the grounds of the generally broad-minded treatment it gives all subjects. Those present strongly condemned parties and individuals who seek political capital by shamefully laying charges they conscientiously could not find possible to support.

NANTON

The Fall Convention held in Calgary November 9 and 10 was the topic of discussion at the December meeting of the Nanton Sub-local. The teachers met in the Home Economics room of the school at 8:30 p.m. December 5. After a brief business period Miss Edna McVeety, Miss Dora McPherson and Miss Annie B. Daley reported on certain topics of the convention. A lively discussion followed each report. Refreshments were served. The Nanton teachers would welcome at their meetings any teachers from the district surrounding Nanton.

ORION-MANYBERRIES

The Orion-Manyberries Sub-local met in the Orion town school on November 24. Officers elected for this term were: President, Mr. W. Hall; Vice-President, Mr. W. Foster; Secretary-Treasurer, Mr. A. Young; Press Correspondent, Miss A. Hughes; Councillors, Mr. W. Hall and Mr. A. Young; Member of the Bargaining Committee, Mr. W. Hall. The A.T.A. meeting was presided by School Fair meeting with Mr. J. McCarthy as chairman and a Festival meeting with Mrs. Scoble as chairman. At all three meetings we were honored by the attendance of Mr. H. A. McGregor who offered several suggestions and advice. An enjoyable supper was served to those desiring to remain, as a series of films were shown in the Orion Community Hall during the evening.

PARADISE VALLEY

The Paradise Valley Sub-local met at Winona School on November 13. There was considerable discussion on the programme drawn up for the musical festival. After a few changes were made in this programme it was adopted as official. Mr. Merlin Moncrieff gave a very enlightening report on the work of the executive. The meeting concluded with a delightful lunch served by Miss Swanson and Miss Brockle.

PEERS-NITON-MACKAY

The Peers-Niton-Mackay Sub-local held its first meeting of the term on December 9 at the Peers school for the purpose of choosing new officers. The following officers were elected: President, Mr. A. E. Keubach, Shining Bank; Vice-President, Mr. E. W. Bishop, Peers; Secretary-Treasurer, Mrs. S. Hillekson, Mahaska; Press Correspondent, Miss Ruth Bowd, Peers; Councillor, Mr. E. W. Bishop; Social Convener, Miss Bowd. After the election a discussion followed on The Musical Festival, and a travelling library for music appreciation. The Sub-local donated three dollars to be used to buy records to start the library. It was decided that the Sub-local would continue to

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hold its meetings on the third Saturday of every month. A Musical demonstration by Mr. Bishop, Miss Bowd and their pupils is scheduled for the January meeting. A hot dog lunch will be served.

PINCHER CREEK

The teachers of the Pincher Creek local met in Pincher Creek on December 2. The secretary briefly outlined the work of the past year with particular stress on the work of the salary committee. An election gave the following officers for the 1939-40 term: President, Mr. G. C. Miller, Pincher Creek; Vice-President, Mr. E. Kettles, Cowley; Secretary-Treasurer, Miss C. Bower, Beaver Mines; Press Correspondent, Miss A. Gillespie. A new salary committee was then appointed: Mr. E. Evans, Miss M. Link, Beaver Mines, Miss P. Porter, Pincher Creek, Mr. D. Halton, Fishburn and Mr. P. Iwasuk, Lundbreck. A discussion followed as to payment of expenses of salary committee members and delegates to conventions. Rates were decided upon to the satisfaction of all. Next followed a discussion of the pension scheme. Lunch was then served.

PONOKA

A meeting of the Ponoka Sub-local was held in Wetaskiwin on November 10, the last day of the Fall Convention. The following officers were elected for the coming term: President, Mr. W. C. Macintosh, Ponoka; Vice-President, Mr. Gordon Larsen, Ponoka; Secretary-Treasurer, Miss Lillian McPhie, Ponoka; Athletic Chairman, Mr. Gordon Higginson; Press Correspondent, Miss May Schmidt, Menail.

Mr. L. B. Shaw of Ponoka spoke on behalf of the Ponoka Branch of the Red Cross, asking the co-operation of teachers in their campaign programme. Inspector L. A. Walker pointed out the necessity for immediate organization of Sub-locals. In concluding his report of the year's activities in athletics, Mr. Sutherland asked for greater participation on the part of rural schools. It was suggested that future conventions of the Ponoka Division be held at Ponoka. A discussion of a proposed salary schedule was followed by a vote of confidence in the present Negotiating Committee.

The executive of the Ponoka Division Local Association met at the Ponoka School on November 25. Mr. Higginson was appointed to study a map of the Division and to make the material division of territory for the organization of Sub-locals. In view of the fact that there is a shortage of funds this year, Sub-locals are urged to be self-supporting.

QUEENSTOWN-MILO

The first meeting of the Queenstown-Milo Sub-local was held on November 3 in Queenstown at the home of Mr. Kelly, when the following officers were elected: President, Mr. H. Kelly; Vice-President, Miss J. McLeod; Secretary, Miss I. Shier; Councillor, Mr. Kelly; Press Correspondent, Miss K. M. Laing.

The second meeting took place in Milo on December 2nd. A musical programme was arranged and an interesting exhibition of acrobatics was presented, under the direction of Mr. H. Allergoth. Plans were discussed for an Institute meeting to be held in Queenstown. A delightful tea was then served at the home of Mr. and Mrs. H. Allergoth.

SEBA

A meeting of the Seba Sub-local was held at Seba on October 21. We were glad to welcome a new member, Mr. H. Anderson. Mrs. Preus brought up the subject of Silent Reading. Miss Topolinsky suggested that the Seba Sub-local purchase a Visual-Aid Apparatus. The idea was warmly approved of by the other members. The actual purchase was left until after Christmas when more funds could be obtained. After the program for the next meeting was arranged, an enjoyable lunch was served by Mrs. Preus at whose home the meeting was held.

The Seba Sub-local will hold its fourth meeting on Saturday, January 20th. All members are urgently requested to attend as there will be important business to discuss.

SMOKY LAKE

This Sub-local held its regular meeting on November 25th in the form of a social at the Smoky Lake High School. Mr. Lambert presented a report from the Festival Committee. Mr. J. Sturchuk was elected to represent Smoky Lake at the Annual convention. A dis-

cussion "Teacher's Place in a Community" was led by Mr. Gimby. Mr. John Elaszuk enlightened those present on Transferring of Teachers. Then games and songs took place of business routine and a very jovial time was had by all. To top the evening off Miss E. Dubetz invited the teachers to her home for a midnight lunch.

SPRUCE GROVE-STONY PLAIN

The Spruce Grove-Stony Plain Sub-local held its November meeting in Stony Plain on November 15th. Mr. Eichenlaub acted as chairman. The Sub-local was advised that Mr. Proctor could not serve as President. The following officers were then elected by acclamation: President, Mr. F. Eichenlaub; Vice-President, Miss M. Sinclair; Councillors, Mr. F. Miller and Mr. R. Maclean. Mr. Miller led a very interesting discussion on Current Events.

The teachers discussed the giving of preferred positions to teachers in the Division rather than to those without. The motion by Miss Makovichuk, seconded by Miss Dreger, that the Councillors be asked to inquire as to what right the teachers had to apply for a different or better position in the Division and, if they had none, to ask the Divisional Board to give teachers in the Division any positions considered to be advanced, carried. The motion that we have a programme committee to help the executive, carried. Miss Grierson and Miss Bradley were elected. The next meeting is to be held on the third Wednesday in January.

ST. MARY'S

The monthly meeting of the St. Mary's Sub-local was held in Beazer School on November 23. Our president, Mr. W. M. Brooks of Leavitt having been elected president of the St. Mary's local, it was necessary to elect new officers. Our officers are: President, Mr. E. O. Britton of Mountain View; Vice-President, Mr. Delbert Sied of Seddon; Secretary-Treasurer, Mr. E. L. Inman of Beazer. Mr. E. C. Britton led a discussion on "Intelligence Tests" and Mr. E. L. Inman led in a discussion on "Teaching Language and Literature in the Intermediate and High Schools". After adjournment, lunch was served by the Beazer teachers, Miss Irene Redd and Mr. E. L. Inman.

STURGEON

A regular meeting of the executive of the Sturgeon Divisional Local was held in the library of the Masonic Temple, Edmonton, December 2, at 1:15 p.m. The following matters were considered: The Salary Schedule as approved by the Divisional School Board was discussed but no action was taken on it. It was decided to hold the next meeting of the Executive of the Local at Alcomdale, with the idea of inducing teachers in the western side of the Division to establish Sub-locals. A scale classifying pupils for Track meets, according to their ages, heights and weights was ordered to be drawn up. Since teachers residing in certain Municipal Districts are required to pay a Poll Tax in the Fall of one year and again in the spring of the next year, the following resolution was sent to the Divisional Board's Office: "Whereas the teachers in any Municipal District collecting Poll Tax, are at present, during

the first school year of employment in the Municipal District, taxed in the fall of one year and in the spring of the following year, requiring such teachers to pay two years' taxes in a period of ten months; he it resolved that the tax be collected from teachers at the end of June, which is the end of the school year. Payment for each year following to be taken out of the last cheque, unless it has been previously paid by the teachers." The action of the Board in taking payment from teachers' salaries, without even notifying teachers, was heartily and unanimously disapproved, and a resolution to this effect was sent to the board.

A meeting of the Executive of the Sturgeon Division Local was held on December 16. The purpose of the meeting was to organize Sub-locals in the western section of the Division. Mr. Carver of Alcomdale was appointed as organizer. The Report of the Salary Schedule Committee was accepted, but it was decided to resume efforts to have the present 10 per cent cut to salaries reduced. The committee was instructed to meet with the Divisional Board before the 1940-41 budget is drawn up.

SUNDRE

On December 1st a meeting of the Sundre Sub-local held a meeting at which the following officers were elected: President, Mr. D. A. Swanson; Vice-President, Mr. F. M. Strong; Secretary-Treasurer, Mr. W. Parker; Social Committee, Mrs. Petch and Miss Baird. School problems, pensions, academic attainment of pupils, changes needed in certain subjects, advantages of and disadvantages of summer school were among the matters under discussion. Reports of the convention were given by those who were at Calgary.

TAWATINAW

Three meetings of this Sub-local have been held this term, all at the home of Mr. and Mrs. Arneson, in Tawatinaw. The following officers have been elected: President, Mr. J. G. Noel; Vice-President, Mr. E. P. Gartley; Secretary-Treasurer, Miss N. McJannet; Press Correspondent, Mr. F. W. McMillan. Meetings are held in Tawatinaw, on the fourth Saturday of each month. The January meeting will be at eight o'clock in the evening, and will be followed by a skating party, to which each teacher may bring one or two friends.

THORSBY

The November meeting of the Thorsby Sub-local was held in the United Church on November 18. President E. L. Fox called the meeting to order. K. Brown read the minutes of the last meeting, and a business discussion followed. A very animated discussion centred around the teaching of patriotism in the schools and the merits (and demerits) of the new report cards. Convention reports followed. The highlight of this part of the meeting was an address by Mr. W. Smith of Sunnybrook on "Racial Characteristics in Europe". Mr. Smith pointed out that claims to superiority by any race were unfounded, and that all races were more or less hybrid in composition. Afterwards Mr. Bredin gave a short but interesting talk on Social Studies. After adjournment

lunch was served. It had been decided that no meeting would be held in December, so that the next get-together will be held on January 20th.

TOFIELD

Regular monthly meeting for November of the Tofield Sub-local was held at the home of Miss Gladys Neas. Teachers of the district gathered to hear an interesting and entertaining talk on "Tone Quality in Choral Singing" given by Mr. C. A. Ronning, of Canmore. After a short business meeting lunch was served. It was suggested by members of the local that for the coming year the subject of "Tests and Testing" should be studied.

TOMAHAWK

The December meeting of the Tomahawk Sub-local was held in the Tomahawk High School. The local gave a substantial donation to the Red Cross toward their war work. It was decided to hold the social function in aid of our annual Sports Day on March 1st. It will take the form of a Ladies' Choice Frolic. At the conclusion of the business meeting, Mr. Overbe took charge of the Supervision of Reading Course. He gave many helpful hints on Remedial Reading during his address. Miss Whaley spoke on Reading Readiness. During the lunch hour Mr. Wilkie our divisional trustee was our guest. Delicious refreshments were served by Miss Chisholm and Miss Bond.

TURNER VALLEY

The regular routine of motions, arguments, etc., in fact all business matters were laid aside for once in order to gather for a purely social evening at the North End High School. The usual annual banquet was dispensed with this year, probably due to lack of finances, but the enjoyment was none the less. First was Folk Dancing conducted by Mr. Hutton, with Mr. Gordon Alger, Mr. Hugh McCullough and Mr. Shearer at the piano, drums and mandolin. Next was Bingo, at which the ladies were the more successful. Then came the initiation of new members and brides. A presentation of cut glass, during lunch was made to Miss O'Brien who is to be married in the near future.

TWIN VALLEY

The reorganization meeting of the Twin Valley Sub-local was held December 9 in Calgary. The following executive was elected: President, Mr. W. Robert Hood; Vice-President, Miss Helen E. Hagie; Secretary-Treasurer, Miss A. D. Gell; Councillor, Mr. G. Staal. It was decided to hold meetings on the first Saturday of each month in the "Albertan" community room. Plans were made for a question box on all matters of importance to teachers at ensuing meetings.

TWO HILLS

On November 25, the members of the Two Hills Sub-local met at Pobeda School. A report of the Salary Committee was given by Mr. Clarke and Mr. Tymchuk. Miss A. Han-Overbe gave a demonstration of scoring Reading and Intelligence Tests. After the meeting the hosts Mr. and Mrs. J. Berezan entertained the guests, the feature items being Whist and a very delicious lunch.

Thanks to the weatherman the members of the Two Hills Sub-local were able to meet at Krasne on December 16. Miss Fodesluc read the minutes of the previous meeting. A report of the Festival Committee was given by Miss Odyanski. This report opened up a discussion of the various aspects of the Festival which is to be held next spring. Mr. Clarke presented the suggested revisions of the Salary Schedule. The meeting decided to graph the scores of the Reading and Intelligence Tests of all the pupils for comparison. The next meeting is to be held at Two Hills on January 20. Mr. and Mrs. W. Chernenki were hosts during a delightful evening of entertainment.

VALHALLA CENTRE

The meeting of November 4th was held at the home of Mr. and Mrs. N. S. Roberts. Mr. Mel Fowler and Mr. Melsness were present from Grande Prairie. Mr. Fowler spoke on the Reading and Intelligence Tests. He stressed the fact that something must be done to correct faults discovered by tests. A delightful lunch was served by Mrs. Roberts.

VETERAN

The Veteran Sub-local held its November 11th meeting in the Veteran School. A motion made by Mr. T. G. McDonald that a Music and Dramatic Festival be held during the next term was carried. Following a report on Intelligence Tests by Miss Orpha Uleath, Mr. F. Quinlan moved that the Sub-local order two sets of Intelligence Tests. The motion carried.

WINTERBURN

The monthly meeting of the Winterburn Sub-local was held on December 2nd in the A.T.A. Office. The guest speaker of the afternoon was Mr. Swift of the Edmonton Normal School. He gave a very interesting talk on "The Problem Child". After a general and very full discussion the meeting was adjourned.

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